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V Final Report to Board

Accommodation Review Binder

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

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

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



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: Monday June 10th, 2013

TO: Standing Committee

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

RE: West Flamborough Accommodation Review

Action Monitoring

Recommended Action:

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

- Beverly Central (JK-5)
- Dr. John Seaton (JK-8)
- Greensville (JK-5)
- Spencer Valley (6-8)

An accommodation review committee for the above mentioned schools will be struck in September 2013. The accommodation review committee final report will be submitted to the Director of Education no earlier than Monday January 27th, 2014 and no later than Monday February 24th, 2014. The Accommodation Review will adhere to the scope and guiding principles of the Terms of Reference (Appendix A) and the Pupil Accommodation Policy (Appendix B). The first public meeting will be Wednesday October 9, 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 four of the eight schools in the Dundas and West Flamborough Planning Area as identified in the Long Term Facilities Master Plan – 2012 (LTFMP). Selecting these schools for an Accommodation Review allows for the examination of associated schools as Beverly Central feeds into Dr. Seaton, and Greensville feeds into Spencer Valley. Dr. Seaton's grade 8 classes currently graduate into Highland Secondary and Spencer Valley's grade 8 classes currently graduate into Parkside High School. The West Flamborough school area consists of a large rural portion of the former township of Flamborough – See Appendix C. Below, in Table I, are the projected enrolments and utilization of the elementary schools.

School	OTG		2012	2017	2022
Beverly Central	230	Enrolment	166	128	121
		Utilization	72%	56%	53%
Dr. John Seaton	348	Enrolment	243	204	183
		Utilization	70%	59%	53%
Greensville	222	Enrolment	197	169	160
		Utilization	89%	76%	72%
Spencer Valley	248	Enrolment	177	172	172
		Utilization	71%	69%	69%
Total	1,048	Enrolment	783	673	636
		Utilization	75%	64%	61%

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

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

The West Flamborough schools have a current utilization of 75%, projected to drop to 61% over the next 10 years. This equates to approximately 250 excess pupil spaces for these 4 schools. Currently, 3 of the 4 the schools are in the 70% utilization range – Greensville is at 89% utilization. The capacities of the schools are considered small in size in relation to the LTFMP Guiding Principles referencing the elementary panel: "Schools Capacity – optimal school capacity would be between 500 and 600 students, which creates two to three classes for each grade". The West Flamborough Planning area is projected to fall in enrolment over the next 10 years leaving approximately 400 excess pupil spaces. Accommodation Strategies such as school consolidations and/or boundary reviews will be examined to ensure the most efficient use of available space.

Background Continued:

The following graph (Figure 1) represents the year-to-year projected total of the 4 schools as well as their combined capacities.

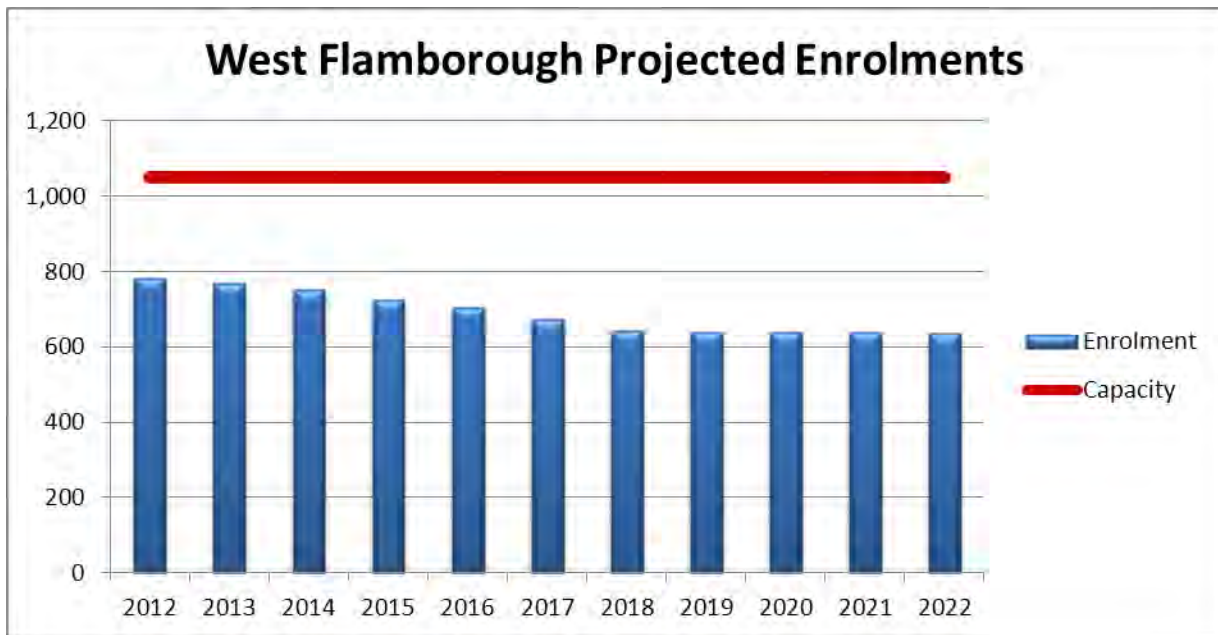


Figure 1: Combined October Projected Enrolments and Capacities

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
Beverly Central PS	Fair
Dr John Seaton PS	Average
Greensville PS	Poor
Spencer Valley PS	Fair

Table 2: Impact of Condition Index on Asset Performance

Table 2 indicates that two schools are Fair, one is Average, and one is considered Poor as per the Impact on Condition Index on Asset Performance (5 Year FCI) chart in the LTFMP (Appendix D).

Background Continued:

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

HWDSB School Reports

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



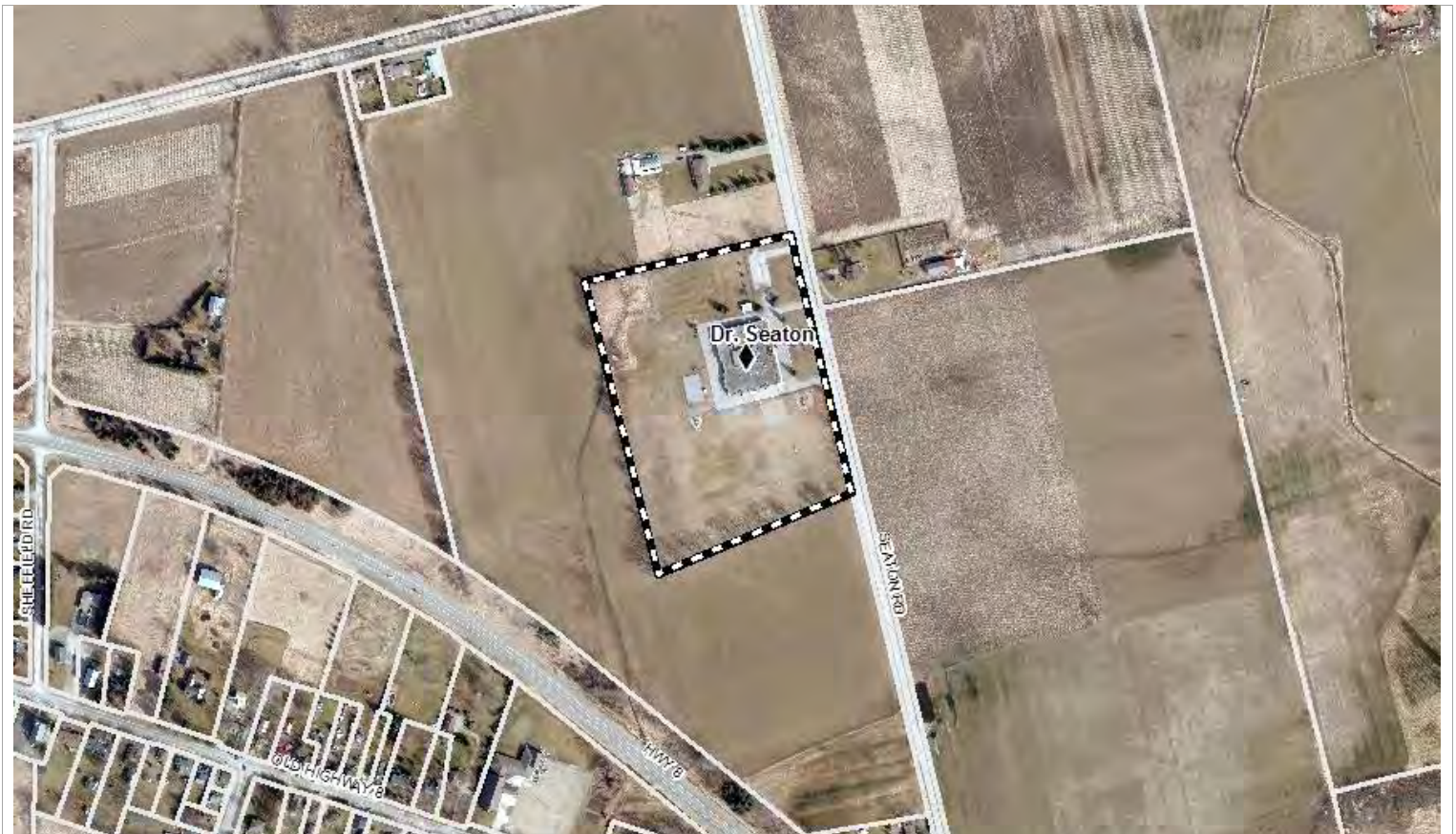
HWDSB School Report

May 17, 2013

Dr. John Seaton

Address:	1279 Seaton Road	Grades:	JK-8
City:	Sheffield	Current FI Grades:	
Postal Code:	L0R 1Z0	FDK Implementation Date:	2012-2013
Portables:	0	Capacity:	348
Portapaks:	0	2012 Enrolment:	243
		Utilization:	70%
Number Of Storeys:	1	2017 Enrolment:	204
Original Construction Year:	1968	Utilization:	59%
Building Addition Years:		2022 Enrolment:	183
Site Acres:	14.27	Utilization:	53%
Building Gross (Ft2):	36,250		
Building Gross (M2):	3,368		

**All Enrolments are Nominal Counts





HWDSB School Report

May 17, 2013

Greenville

Address: 625 Harvest Road

Grades: JK-5

City: Greenville

Current FI Grades:

Postal Code: L9H 5K8

FDK Implementation Date: 2012-2013

Portables: 1

Capacity: 248

Portapaks: 0

2012 Enrolment: 197

Utilization 79%

Number Of Storeys: 1

2017 Enrolment: 169

Utilization: 68%

Original Construction Year: 1885

Building Addition Years: 1952, 1959, 1964, 1966

Site Acres: 4.85

2022 Enrolment: 160

Utilization 64%

Building Gross (Ft2): 23,026

Building Gross (M2): 2,139

**All Enrolments are Nominal Counts





HWDSB School Report

May 17, 2013

Spencer Valley

Address:	441 Old Brock Road	Grades:	6 to 8
City:	Greensville	Current FI Grades:	
Postal Code:	L9H 6A7	FDK Implementation Date:	n/a
Portables:	0	Capacity:	248
Portapaks:	0	2012 Enrolment:	177
		Utilization	71%
Number Of Storeys:	1	2017 Enrolment:	172
Original Construction Year:	1968	Utilization:	69%
Building Addition Years:		2022 Enrolment:	172
Site Acres:	8.34	Utilization	69%
Building Gross (Ft2):	35,000	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,252		





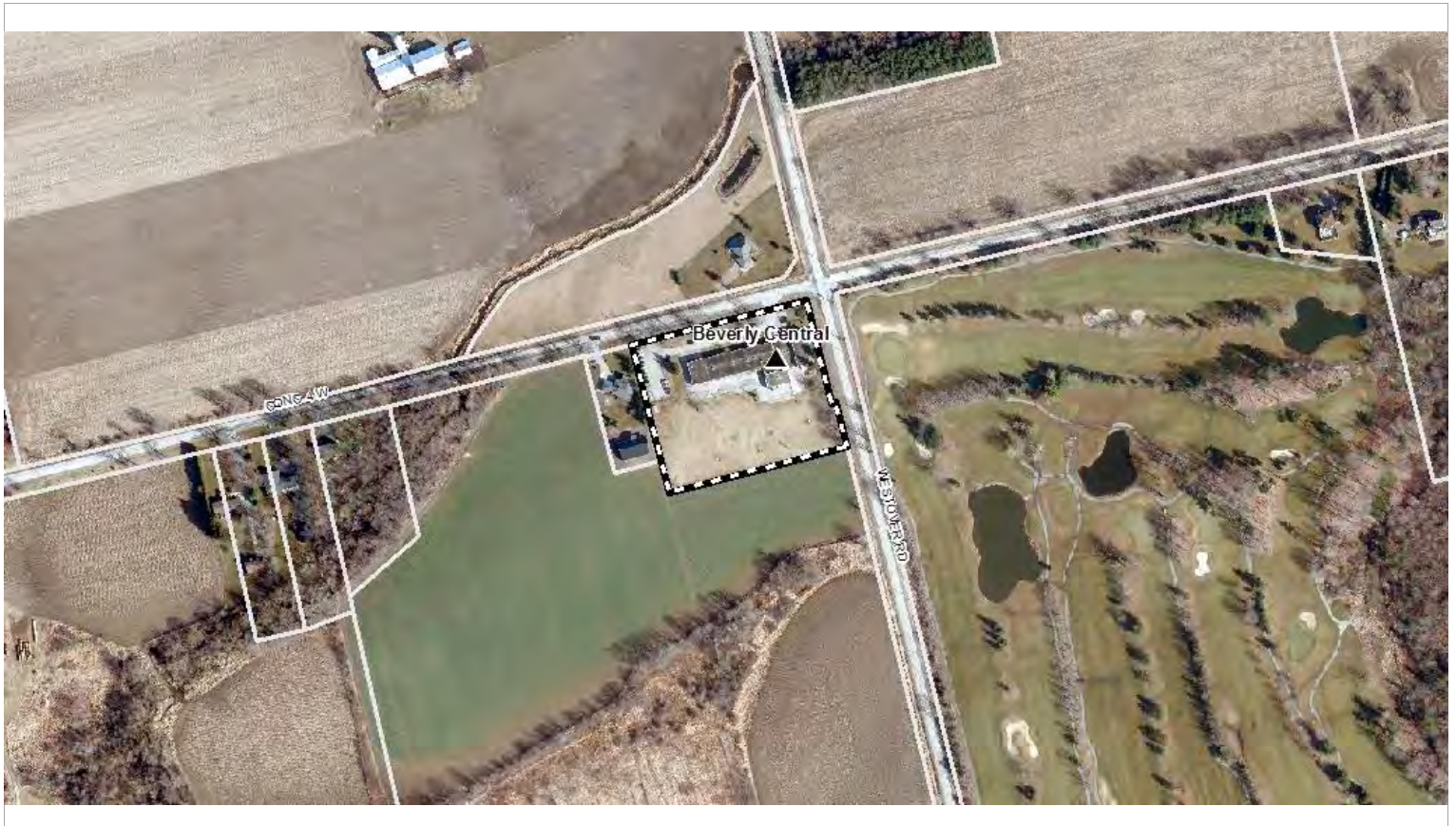
HWDSB School Report

May 17, 2013

Beverly Central

Address:	1346 4th Concession road We	Grades:	JK-5
City:	Troy	Current FI Grades:	
Postal Code:	L0R 2B0	FDK Implementation Date:	2012-2013
Portables:	0	Capacity:	213
Portapaks:	0	2012 Enrolment:	166
		Utilization	78%
Number Of Storeys:	1	2017 Enrolment:	128
Original Construction Year:	1959	Utilization:	60%
Building Addition Years:	1960, 1970	2022 Enrolment:	121
Site Acres:	4	Utilization	57%
Building Gross (Ft2):	23,188		
Building Gross (M2):	2,154		

**All Enrolments are Nominal Counts





Pupil Accommodation Review Terms of Reference

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:
 - **Beverly Central**
 - **Dr. Seaton**
 - **Greensville**
 - **Spencer Valley**

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) 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 and feeder school representative who are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
 - The Trustee(s) of associated schools;
 - The Superintendent(s) of Student Achievement for each school(s) under review;
 - The Principal from each school under review
 - Administrative support for minute taking;
 - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
 - support to ensure compliance with the Board's policy and procedure;
 - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
 - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings

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

3.0 Operation of the Accommodation Review Committee

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

The Accommodation Review Committee Chair is responsible for:

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

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

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

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

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

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

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

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

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

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

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

4.0 Reference Criteria

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

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

4.2 The Accommodation Review Committee may add additional reference criteria.

5.0 Working Meetings

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

6.0 Public Meetings

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

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

7.0 Accommodation Review Committee Accommodation Report

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

APPENDIX A

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

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

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

8.0 Capital Planning Objectives and Partnership Opportunities

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

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

9.0 Alternative Accommodation Option(s) by the Board

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

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

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



Pupil Accommodation Review Policy

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"> The impact of the current and projected enrolment on the operation of the school(s) and on program delivery 	<ul style="list-style-type: none"> Preliminary School Accommodation Review Report to the Board of Trustees
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> School Accommodation Review Report

References:**Government Documents**

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

HWDSB Strategic Directions

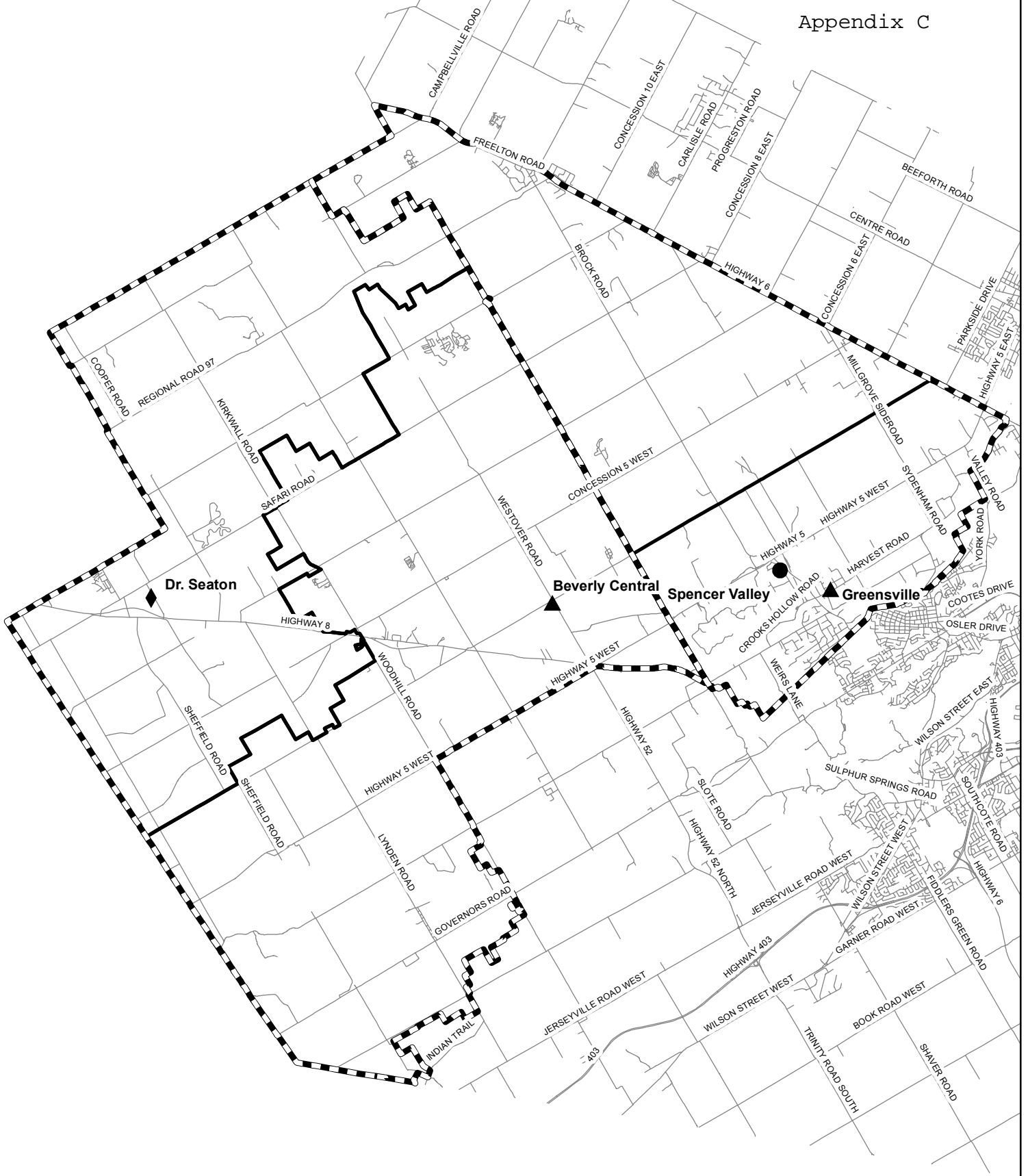
- Achievement Matters
- Engagement Matters
- Equity Matters

HWDSB Documents

- Long-Term Facilities Master Plan

West Flamborough Planning Area Current Boundaries

Appendix C



◆ Elementary	Middle School Boundary
▲ Jr Elem	K-8 Boundary
● Middle School	
■ Secondary	



Planning & Accommodation
 April 17th 2013
 Planning and Accommodation

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

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

Figure 7: Impact of Condition Index on Asset Performance

Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
1 Westdale								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
2 Flamborough			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					
3 Central Mountain								
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					
4 East Hamilton City 1								
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						
5 West Hamilton City								
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				
6 West Glanbrook								
Bell-Stone			ARC/FDK					
Mount Hope			ARC					
7 East Mountain								
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		
8 Lower Stoney Creek								
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:

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FDK	: FDK Implementation
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Closed	: Closed
LP	: Land Purchase

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
9 West Hamilton Mountain								
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			
10 Ancaster								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
11 East Hamilton City 2								
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
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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
12 Central Hamilton City								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
13 Dundas and West Flamborough								
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		
14 East Glanbrook and Upper Stoney Creek								
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



To: Members of Hamilton-Wentworth District School Board

NOTICE OF BOARD MEETING

Monday, June 17, 2013

7:00 p.m.

71 Main Street West, Hamilton, Ontario

City Hall, Council Chambers

From: John Malloy, Director of Education

AGENDA

1. Call to Order
2. Declarations of Conflict of Interest
3. Approval of Agenda
4. Tribute to the Late Robert Barlow, Vice-Chair
5. O Canada

PROFILING EXCELLENCE: PROGRAM

6. Sir Winston Churchill Secondary, Fatherhood Course Program

PROFILING EXCELLENCE: STUDENTS

7. Ontario Skills, Gold Medal, Highland Secondary School, Matthew Smith
8. OFHSA Citizenship Award, Grade 6, Viscount Montgomery School, Madison Moyano

PROFILING EXCELLENCE: STAFF

9. Council for Exceptional Children, Yes I Can Award, President's Award to a Paraprofessional, Chedoke School, Pamela Chatelain
10. Council for Exceptional Children, Yes I Can Award, PD Award, Barton Secondary School, Brandon Walker
11. 2013 Sharon Enkin Award for Excellence in Holocaust Education, Sir Allan MacNab, Deborah Brown
12. 2013 Sharon Enkin Award for Excellence in Holocaust Education, Waterdown District High, Rob Flosman
13. Paul Harris Fellowship Award, Rotary Club, Parent Engagement/Early Learning, Lisa Kiriakopoulos
14. Elections:
 - A) Vice-Chair
 - B) Member for the Governance Committee, if the new Vice-Chair is currently a Governance Member
 - C) OPSBA Designate
 - D) Member for the Human Resource Committee
 - E) Member for the Parent Involvement Committee
15. Resolution Into Committee of the Whole (Private Session)
16. Meeting Resumes in Public Session
17. Verbal Report of the Committee of the Whole (Private), June 17, 2013
18. Confirmation of the Minutes of Meeting Held on May 27, 2013

ACTION ITEMS:

19. Education Development Charges By-Law Adoption
20. Superintendent of Student Achievement Appointments
21. Superintendent of Business Appointment
22. Report from the Standing Committee, June 10, 2013
23. Report from the Governance Committee June 11, 2013
24. Report from SEAC
25. Policy Committee Report, May 23, 2013
 - A) Student Behaviour and Discipline Policy
 - B) Revoke Expulsion and Suspension Policies
 - C) Community Engagement Scoping Document
 - D) Staff Development Policy
26. Policy Committee Report, June 10, 2013
 - A) Naming/Renaming a School In Whole or in Part
 - B) Procurement Policy and Policy Directive
 - C) Advertising and Advocacy Expenditure Policies
 - D) Employee Expense Policy
 - E) Occupational Health & Safety Policy
 - F) Performance Appraisal Policy
 - G) French Immersion Policy Directive
27. Audit Committee Report – June 6, 2013
28. Finance Committee Report – May 29, 2013

INFORMATION ITEMS:

29. Student Trustees' Report
 - A. Local Activities
 - B. Ontario Student Trustees' Association Report
30. Chair's Report
31. Director's Report
32. Ontario Public School Boards' Association Report

COMMUNICATIONS:

33. Liz Sandals, Minister of Education, May 24, 2013
34. Liz Sandals, Minister of Education, May 30, 2013
35. Highview Elementary School Council, May 28, 2013
36. Letter from SEAC
37. Liz Sandals, Minister of Education, June 12, 2013
38. Terry Cooke, Hamilton Community Foundation, June 12, 2013
39. Central Mountain Community Members, June 13, 2013

Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Finance Committee	Wednesday, June 19, 2013	12:00 p.m.	120 King St w, Floor 11- Room 5

Standing Committee**June 10, 2013**

An amendment by Trustee Johnstone, seconded by Trustee Orban for Westdale School to retain Ancaster French Immersion students was **DEFEATED** on the following division of votes:

- In favour (2) Trustees Johnstone and Orban.
Opposed (8) Trustees Bishop, Brennan, Hicks, Mulholland, Peddle, Simmons, Turkstra and White.

An amendment by Trustee Turkstra, seconded by Trustee Johnstone for staff to bring back a report to the Board when the annual incremental cost for transportation (which is projected at \$865,000) reaches \$1 million was **DEFEATED** on the following division of votes:

- In favour (4) Trustees Bishop, Johnstone, Simmons and Turkstra.
Opposed (6) Trustees Brennan, Hicks, Mulholland, Orban, Peddle and White.

At 10:00 p.m., on motion of Trustee Peddle, seconded by Trustee Mulholland, the Standing Committee **RECOMMENDS** that the meeting be extended by 30 minutes.

CARRIED UNANIMOUSLY.

At the Standing Committee meeting, the original motion (re HWDSB Secondary Program Strategy report) was **CARRIED** on the following division of votes:

- In favour (9) Trustees Brennan, Hicks, Johnstone, Mulholland, Orban, Peddle, Simmons, Turkstra and White.
Opposed (1) Trustee Bishop.

5. Accommodation Review

The Committee considered staff reports on the Accommodation Review for East Hamilton City Area I, West Flamborough, Central Hamilton and West Glanbrook.

On motion of Trustee White, seconded by Trustee Bishop, the Standing Committee **RECOMMENDS** that the following recommendations be approved:

East Hamilton City Area I

That the Board approve the East Hamilton City Area I Elementary Accommodation Review as identified in the 2012 Long Term Facilities Master Plan (LTFMP) schedule (Appendix E). The LTFMP schedule identifies the following schools:

- Hillcrest (JK-8)
- Parkdale (JK-5)
- Rosedale (JK-5)
- Roxborough Park (JK-5)
- Viscount Montgomery (JK-8)
- W.H. Ballard (JK-8)
- Woodward (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 Monday January 27th, 2014 and no later than Monday February 24th, 2014. The Accommodation Review will adhere to the scope and guiding principles

Standing Committee

June 10, 2013

of the Terms of Reference (Appendix A) and Pupil Accommodation Policy (Appendix B). The first public meeting will be Thursday October 10, 2013 - location TBA.

West Flamborough

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

- Beverly Central (JK-5)
- Dr. John Seaton (JK-8)
- Greensville (JK-5)
- Spencer Valley (6-8)

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

Central Mountain

That the Board approve 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 24th 2014 and no later than Friday February 21st 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 8th 2013, location TBA.

West Glanbrook

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

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

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 petition¹
 - 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.

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



Pupil Accommodation Review Policy

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"> The impact of the current and projected enrolment on the operation of the school(s) and on program delivery 	<ul style="list-style-type: none"> Preliminary School Accommodation Review Report to the Board of Trustees
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> School Accommodation Review Report

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



Pupil Accommodation Review Terms of Reference

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);

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

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

3.0 Operation of the Accommodation Review Committee

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

The Accommodation Review Committee Chair is responsible for:

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

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

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

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

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

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

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

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

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

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

APPENDIX A

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

4.0 Reference Criteria

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

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

4.2 The Accommodation Review Committee may add additional reference criteria.

5.0 Working Meetings

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

6.0 Public Meetings

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

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

7.0 Accommodation Review Committee Accommodation Report

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

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

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

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

8.0 Capital Planning Objectives and Partnership Opportunities

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

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

9.0 Alternative Accommodation Option(s) by the Board

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

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

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



Pupil Accommodation Review Policy Directive

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*.



Pupil Accommodation Review Terms of Reference

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:
 - **Beverly Central**
 - **Dr. Seaton**
 - **Greensville**
 - **Millgrove**
 - **Spencer Valley**

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) parent representative who is a member of School Council or Home and School Association for each feeder school(s) under review (where applicable);

- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair and feeder school representative who are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) 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 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.
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- 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- West Flamborough Committee Members

Position	Name
Accommodation Review Committee Chair	Mag Gardner
Voting Members	
Beverley Central parent representative from School Council/Home and School	Candace Goodale <hr style="border: 0.5px solid blue;"/>
Beverley Central parent representative from School Council/Home and School	Melissa Slote <hr style="border: 0.5px solid blue;"/>
Beverley Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenheuval
Beverley Central teaching or non-teaching staff	John Belanger <hr style="border: 0.5px solid blue;"/>
Beverley Central teaching or non-teaching staff	David Wardell <hr style="border: 0.5px solid blue;"/>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee <hr style="border: 0.5px solid blue;"/>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baille <hr style="border: 0.5px solid blue;"/>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey <hr style="border: 0.5px solid blue;"/>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro <hr style="border: 0.5px solid blue;"/>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire <hr style="border: 0.5px solid blue;"/>
Greenville parent representative from School Council/Home and School	Callie Matthews <hr style="border: 0.5px solid blue;"/>
Greenville parent representative from School Council/Home and School	Kristin Glasbergen

Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom
Greensville teaching or non-teaching staff	Cairine Grantham
Greensville teaching or non-teaching staff	Heather Ryan
Millgrove parent representative from School Council/Home and School	Jessica Dymont
Millgrove parent representative from School Council/Home and School	Sara Ardiel
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter
Millgrove teaching or non-teaching staff	
Spencer Valley parent representative from School Council/Home and School	Colleen Evans
Spencer Valley parent representative from School Council/Home and School	Tania Brittain
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech
Spencer Valley teaching or non-teaching staff	Rachel Kott
Non- Voting Representatives	
Area Trustee	Karen Turkstra
Beverly Central Principal	Doug Dunford
Dr. John Seaton Principal	Eddie Grattan
Greensville Principal	Kate Fischer
Millgrove Principal	Stewart Cameron
Spencer Valley Principal	Kim Short
Planning and Accommodation Resource Staff	Bob Fex
Administrative Support Staff	Kathy Forde

Elementary Accommodation Review Committee

Schedule and Timelines



West Flamborough Accommodation Review

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

PUBLIC MEETINGS



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

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

Each Participant will:

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

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

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

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

PUBLIC MEETING DATES:

WEST FLAMBOROUGH REVIEW AREA

Wednesday, October 2 nd , 2013	Location: Spencer Valley	Time: 7:30 – 9:00pm
Wednesday, November 6 th , 2013	Location: Millgrove	Time: 6:00 – 9:00pm
Wednesday, November 13 th , 2013	Location: Beverly	Time: 6:00 – 9:00pm
Wednesday, December 4 th , 2013	Location: Dr. Seaton	Time: 6:00 – 9:00pm
Wednesday, January 22 nd , 2013	Location: Greensville	Time: 6:00 – 9:00pm

PUBLIC MEETINGS



Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
1 Westdale								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
2 Flamborough			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					
3 Central Mountain								
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					
4 East Hamilton City 1								
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						
5 West Hamilton City								
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				
6 West Glanbrook								
Bell-Stone			ARC	FDK				
Mount Hope			ARC					
7 East Mountain								
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		
8 Lower Stoney Creek								
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						
9 West Hamilton Mountain								
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			
10 Ancaster								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
11 East Hamilton City 2								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
12 Central Hamilton City								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
13 Dundas and West Flamborough								
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		
14 East Glanbrook and Upper Stoney Creek								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaelle Jean								
Mount Albion	FDK	BR						
Taplestown	FDK							

Note:

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- Subject to Board approval and terms of reference

FDK	: FDK Implementation
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Hamilton-Wentworth District School Board West Flamborough School Information Profile



1. Enrolment vs. Available Space		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Current Enrolment (October 2013)	172	229	205	183	188	977.0
2	Projected Enrolment in 5 years	128	204	169	196	172	869.0
3	Projected Enrolment in 10 years	121	183	160	167	172	802.1
4	On-The-Ground (OTG) Capacity	230	348	222	227	248	1275.0
5	Number of Portables on Site	0	0	1	1	0	2.0
6	Current Utilization Rate	75%	66%	92%	81%	76%	78%
7	Projected Utilization Rate in 5 years	56%	59%	76%	87%	69%	69%
8	Projected Utilization Rate in 10 years	53%	53%	72%	73%	69%	64%
9	Current Space Surplus / Shortage (Pupil Places)	58	119	17	44	60	298.0
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	102	144	53	31	76	406.0
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	109	165	62	60	76	473

2. Administrative and Operational Costs Associated with Schools		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Expenditures on School Administration at School	\$180,802	\$181,785	\$181,094	\$180,909	\$181,156	\$905,746
2	Expenditures on School Operations at School	\$175,829	\$282,563	\$179,393	\$161,527	\$232,457	\$1,031,769
3	Administrative Costs per m ²	\$83.94	\$53.97	\$84.66	\$108.20	\$55.71	\$386
4	Administrative Costs per Student	\$1,051.17	\$793.82	\$883.39	\$988.57	\$963.60	\$4,681
5	Operational Costs per m ²	\$81.63	\$83.90	\$83.87	\$96.61	\$71.48	\$417
6	Operational Costs per Student	\$1,022.26	\$1,233.90	\$875.09	\$882.66	\$1,236.47	\$5,250

3. Condition of School		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	What is the replacement value of the School?	\$5,328,313	\$7,117,351	\$5,571,559	\$5,351,408	\$5,571,559	\$28,940,190
2	Current Facilities Condition Index (FCI) for the School?	48.81%	34.15%	131.87%	24.56%	41.59%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	54.34%	39.60%	162.37%	32.48%	57.45%	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



4. School's Physical Space to Support Student Learning and Child Care Services		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have a Library/Resource Centre?	Yes	Yes	Yes	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	No	No	No	No	Yes	
3	Number of Science Rooms in School	0	0	0	0	1	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	Yes	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	Yes	Yes	Yes	
6	Does the school have a Computer Lab?	Yes- In Library	Yes	Yes	Yes	Yes	
7	Does the school have a dedicated Learning Resource Room?	Yes- Small	Yes	Yes	Yes	Yes	
8	Is there a childcare centre located on site	No	No	No	No	No	
9	Is there a Before & After school program	No	No	Yes	No	No	
10	Is there a Breakfast / Nutrition program available for students at the school?	No	No	No	No	No (Canteen Daily)	
11	Other		Music Rm	Instrumental Music Rm	Private daycare	Instrumental Music Rm	

5. Range of Program Offerings (and extent of student participation)		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Projected FTE English-as-a-Second-Language (ESL) Staff for 2013-14?	0	0	0.04	0	*itinerant	0.04
2	Does the School offer a French Immersion program?	No	No	No	No	No	
3	Other	Special-Ed				Spec-Ed (2 Classes)	

**Hamilton-Wentworth District School Board
West Flamborough School Information Profile**



6. Range of Extracurricular Activities		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	List of Extracurricular Activities at each school	<p>Library Club, Running Club, Environmnet Club, Boys Book Club, Peace Keepers, Peer Mediators, Book Club, Swimming, Intramurals, Teery Fox Run, MS Read a Thon, Jump Rope for Heart, Food Drives, United Way, Cross Country Team, Track and Field Team, Christmas Concert, Spring Musical, Earth Day, Grandparent's Day, Turkey Skate Lunch, Play Day, Beverly's Got Talent, Tim Horton's Camp, Scholar's Club, & Many Trips</p>	<p>Recycling Club; Grade 3 and 6 Boys Club; Seaton Band; Christmas Concert; Art Club; Checkers Club; Homework Club; Boys and Girls 3 Pitch Jr. and Sr; Boys and Girls Volleyball Jr and Sr; Boys and Girls soccer; Running Club; P/J Cross-Country; P/J and IntermediateTrack and Field; Intramural Floor Hockey; Drama Club;feastive lunch, fundraisers, christmas concert, TerryFox run, Jump rope for heart, hoops for heart intramurals, canteen helpers, pizza helpers, office helpers, angel tree, Rocton Fair Entries, Remeberance Legion Entries, Spirit days, grade 8 haunted house, etc..</p>	<p>Cross Country, Intramurals: (floor hockey, basketball, volleyball, soccer, touch football) Swim team, Garden Club, Checkers Club, Track and Field, Knitting/Crochet Club, Hip Hop Club, Choirs (Primary and Junior), Peer Mediation, Active Recess, Snack Shack helpers, Library Helpers, Milk Helpers, Lunchroom Helpers, Recycling Club, Spirit Days, Terry Fox Run, Christmas Concert, Volunteer Tea, Rockton Fair entries, Talent Show, French Cafe, Book Fairs, Grade 5 Graduation, Play Day, Mitten Tree, Family Literacy/Math Night, Assemblies.</p>	<p>Volleyball Intramurals, Hockey Intramurals, Soccer Country Team, Track & Field, Dance Club, Air Band, Go for Green, Terry Fox Run, Skipping Club, Dance a Thon, Play Days, Dinner & Skate, Checkers Club, swimming, play structures</p>	<p>Junior, Concert & Jazz Bands, Let's Talk Science Club, Accouncement Crew, Best Buddies Club, Recycling Team, Soccer, Jr & Sr 3 Pitch, Volleyball and Basketball, Terry Fox/Get Acquainted Day, Adventure Running Team, Yearbook Club, Special Olympics, French Cafe, Art Club, Clay Crew, Student Council, Canteen Crew, Musical, Library helpers, after school scholars, swimming, food drives, cross country, track & field, multiple excursions, st. donat trip, choir, volunteer tea, pizza helpers, homework club</p>	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	Yes	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	Yes	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	Soccer/ Baseball	Soccer/ Baseball	Soccer/ Baseball	Baseball	Soccer/ Baseball	

8. Accessibility of the School for Students with Disabilities		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the school have at least one barrier-free entrance?	No	Yes	Yes	No	Yes	
2	Are all levels of the school wheelchair accessible?	Yes (not stage)	Yes (not stage)	Yes	Yes (not stage)	Yes	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	No	No	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	No	No	FM units	
5	Do students have access to barrier free washrooms?	No	Yes	Yes	No	Yes	

9. Location of School		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	What percentage of the students are provided transportation services to and from school? *updated with September 2013 percentages	99%	94%	77%	84%	90%	
2	Longest bus ride to school (minutes)	57.0	56.0	54.0	45.0	62.0	
3	Shortest bus ride to school (minutes)	40.0	42.0	14.0	29.0	17.0	
4	Average bus ride to school (minutes)	46.6	52.7	34.0	34.0	31.4	
5	What percentage of the students live outside the school's catchment area?	1.8%	11.1%	9.1%	13.1%	4.0%	
6	Is the school within 500m of a municipal bus route?	No	No	No	No	No	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



10. Provincial Assessment 2011-2012		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	80	65	92	73	N/A	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	73	76	95	92	N/A	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	80	65	89	92	N/A	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	N/A	73	N/A	N/A	75	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	N/A	71	N/A	N/A	80	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	N/A	56	N/A	N/A	69	

11. Location of the School (within community)		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	How far is the school from its nearest HWDSB school (distance/name)?	7.3 Km/ Queen's Rangers	11.7 Km/ Beverly Central	1.8 Km/ Spencer Valley	3.7 Km/ Flamborough Centre	1.8 Km/ Greensville	

12. Facility for Community Use		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	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	Volleyball		Bike Rodeo, Fun Fair	"Go for Green" & "Dinner & Skate"	Indoor Baseball, Floor Hockey	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	0.00	0.00	8.00	0.00	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	1.50	0.00	0.00	0.00	4.00	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



13. School as Local Employer		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have a Full-time Principal?	1	1	1	1	1	5.0
2	Number of Vice-Principals at the School (FTE)	0.00	0.00	0.00	0.00	0.00	0.0
3	Number of Office Administrators at the School (FTE)	1.00	1.00	1.00	1.00	1.00	5.0
4	Number of Teachers at the School (FTE)	12.00	12.00	12.20	10.00	11.00	60.1
5	Number of Education Assistants at the School (FTE)	3.00	1.00	3.00	1.00	2.00	10.5
6	Number of Caretaking Staff at the School (FTE)	1.75	2.50	1.75	1.50	2.00	9.5
7	Number of designated Early Childhood Educators	1.00	1.00	2.00	2.00	0.00	4.0

14. Community Partnerships		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	List of partnerships that currently exist at the school						

Glossary of Terms:

Headcount: The actual number of students attending a school at any given time for any program.

Full Time Equivalent (FTE): The adjusted Head Count enrolment to take into account part- time students.

Average Daily Enrolment (ADE): The calculation of the number of students enrolled in a school based on two count dates within the academic year- October 31st and March 31st.

Facilities Condition Index (FCI): A ratio used to measure the relative condition of a building taking into account all building systems.

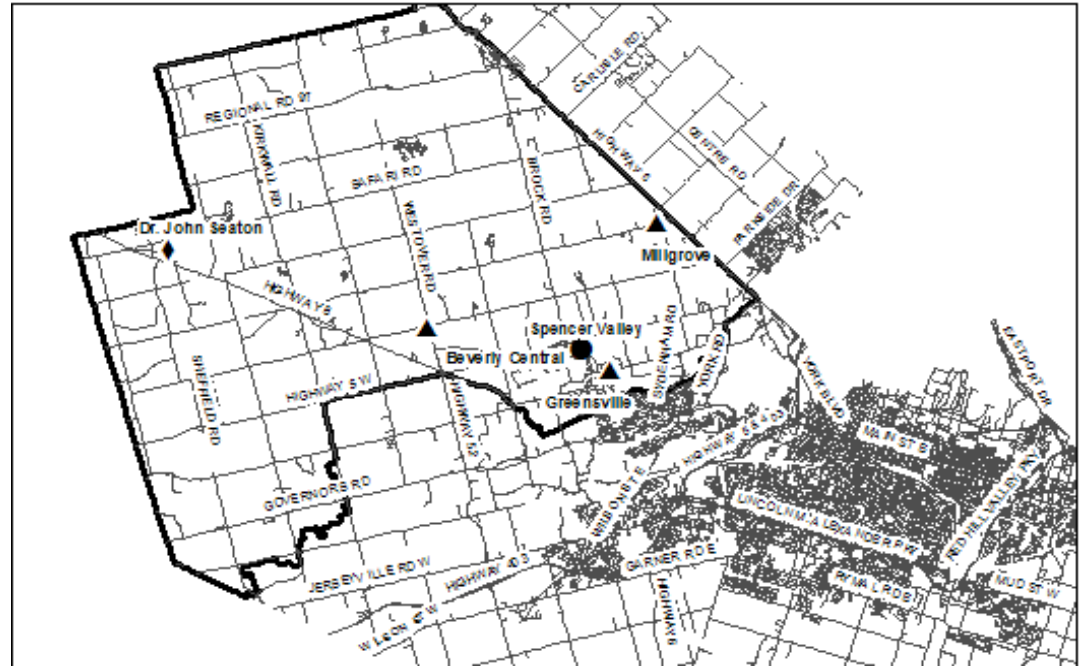
Temporary Classrooms: Non-permant instructional space. The most typical example of this is a portable classroom

Operational Costs: Includes heating lighting and routine maintenance

Administrative Costs: Includes principals, vice principals, secretaries and office supplies

School	Grades	FI Grades	Portables
Beverly Central	JK- 5		0
Dr. John Seaton	JK- 8		0
Greenville	JK- 5		1
Millgrove	JK- 5		1
Spencer Valley	6- 8		0

School	Capacity	Enrolment	Utilization
Beverly Central	230	166	72%
Dr. John Seaton	348	243	70%
Greenville	222	197	89%
Millgrove	227	183	81%
Spencer Valley	248	177	71%

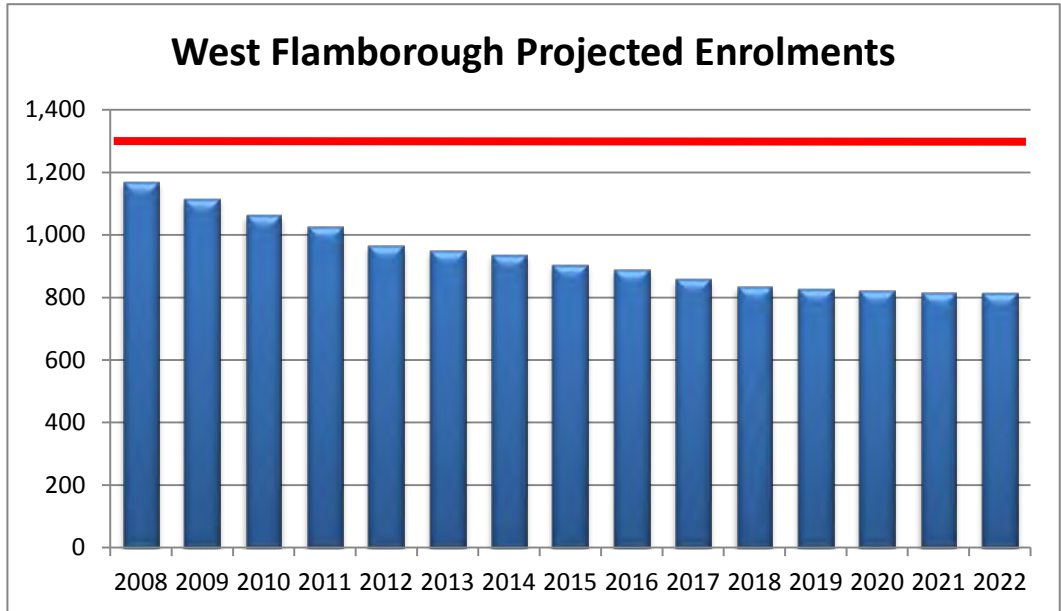


Observations

- ❖ Total capacity of planning area is 1,275.
- ❖ In 2012 the five schools have a total population of 966 students.
- ❖ Projection indicates a declining enrolment in West Flamborough planning area.

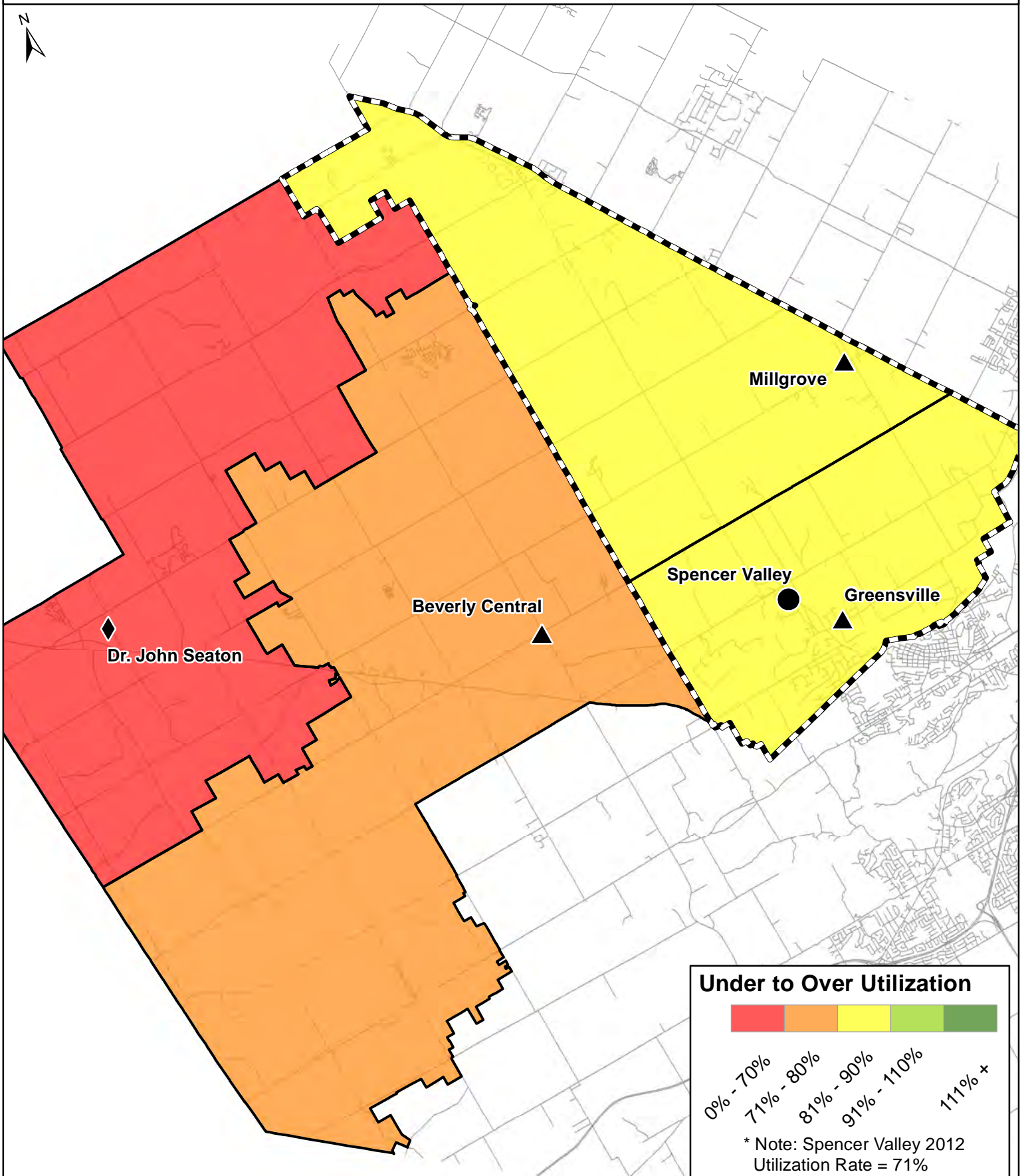
Next Steps

- ❖ The planning area's capacity could be reduced by 450 pupil places to obtain better utilization.
- ❖ Accommodation review suggested to occur in 2013/2014.



*Enrolment and Capacity Data Based on October 2012 Data

West Flamborough Accommodation Review: School Utilization Rates 2012

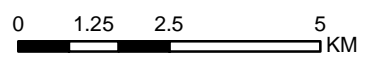


Under to Over Utilization

0% - 70%
 71% - 80%
 81% - 90%
 91% - 110%
 111% +

* Note: Spencer Valley 2012 Utilization Rate = 71%

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

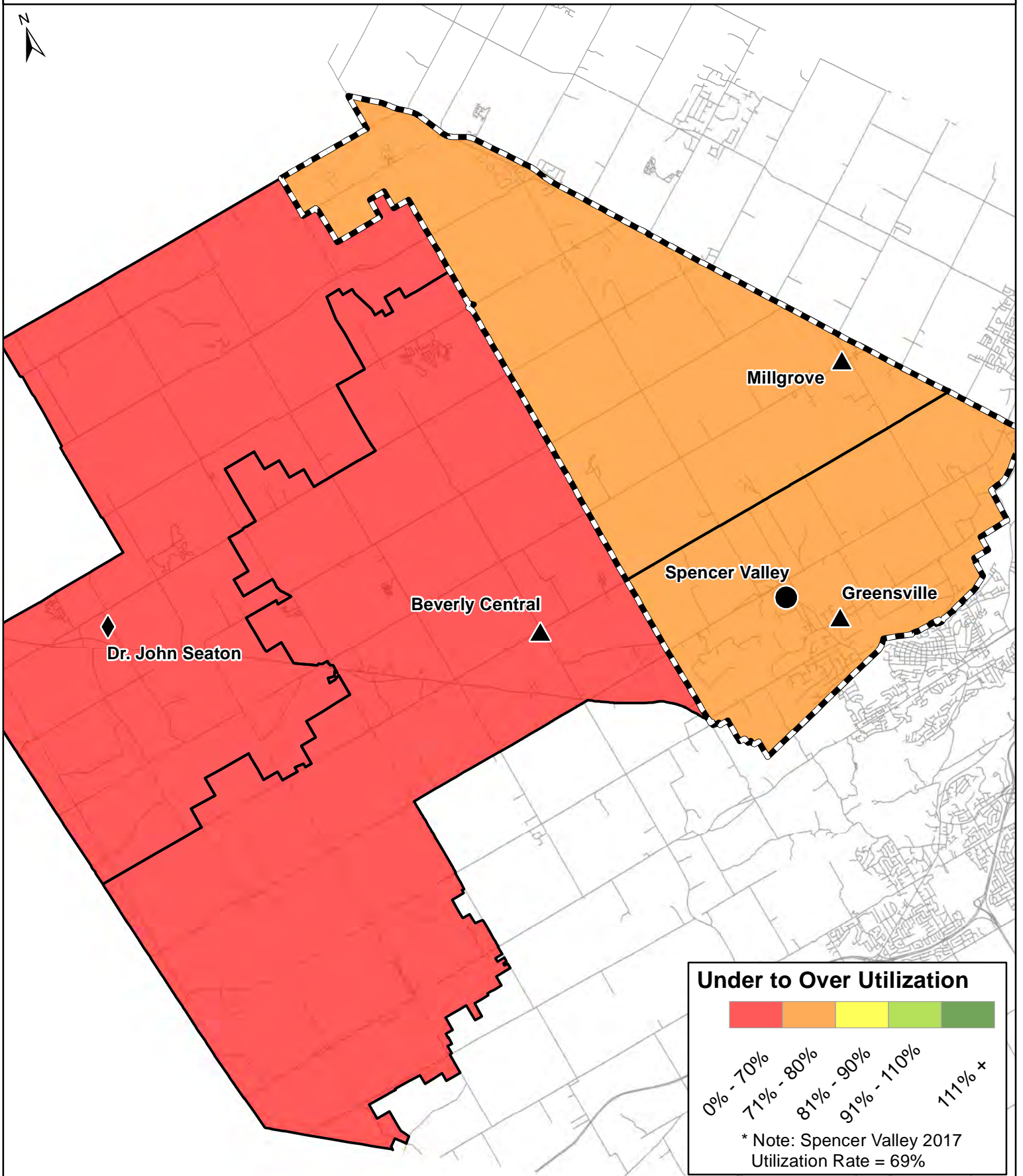


Planning & Accommodation

July 2013

Planning and Accommodation

West Flamborough Accommodation Review: School Utilization Rates 2017

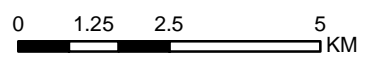


Under to Over Utilization

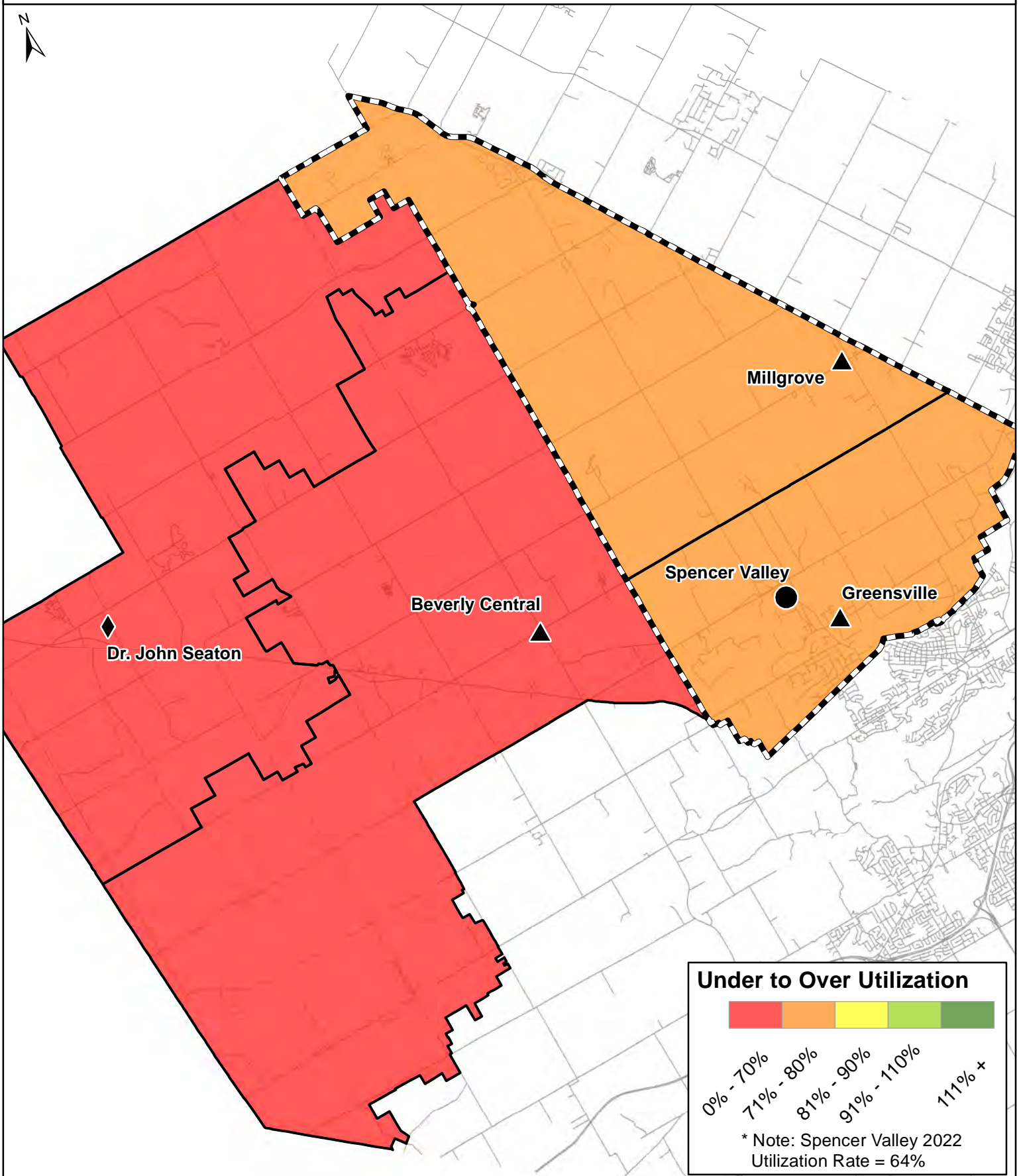
0% - 70%
 71% - 80%
 81% - 90%
 91% - 110%
 111% +






* Note: Spencer Valley 2017 Utilization Rate = 69%

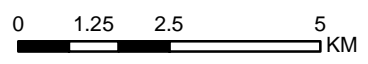
- ▲ Jr Elementary School
- ◆ K- 8 School
- Middle School
- Elementary School Boundary
- ▤ Spencer Valley Boundary




West Flamborough Accommodation Review: School Utilization Rates 2022



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



Under to Over Utilization



0% - 70%
71% - 80%
81% - 90%
91% - 110%
111% +

* Note: Spencer Valley 2022 Utilization Rate = 64%

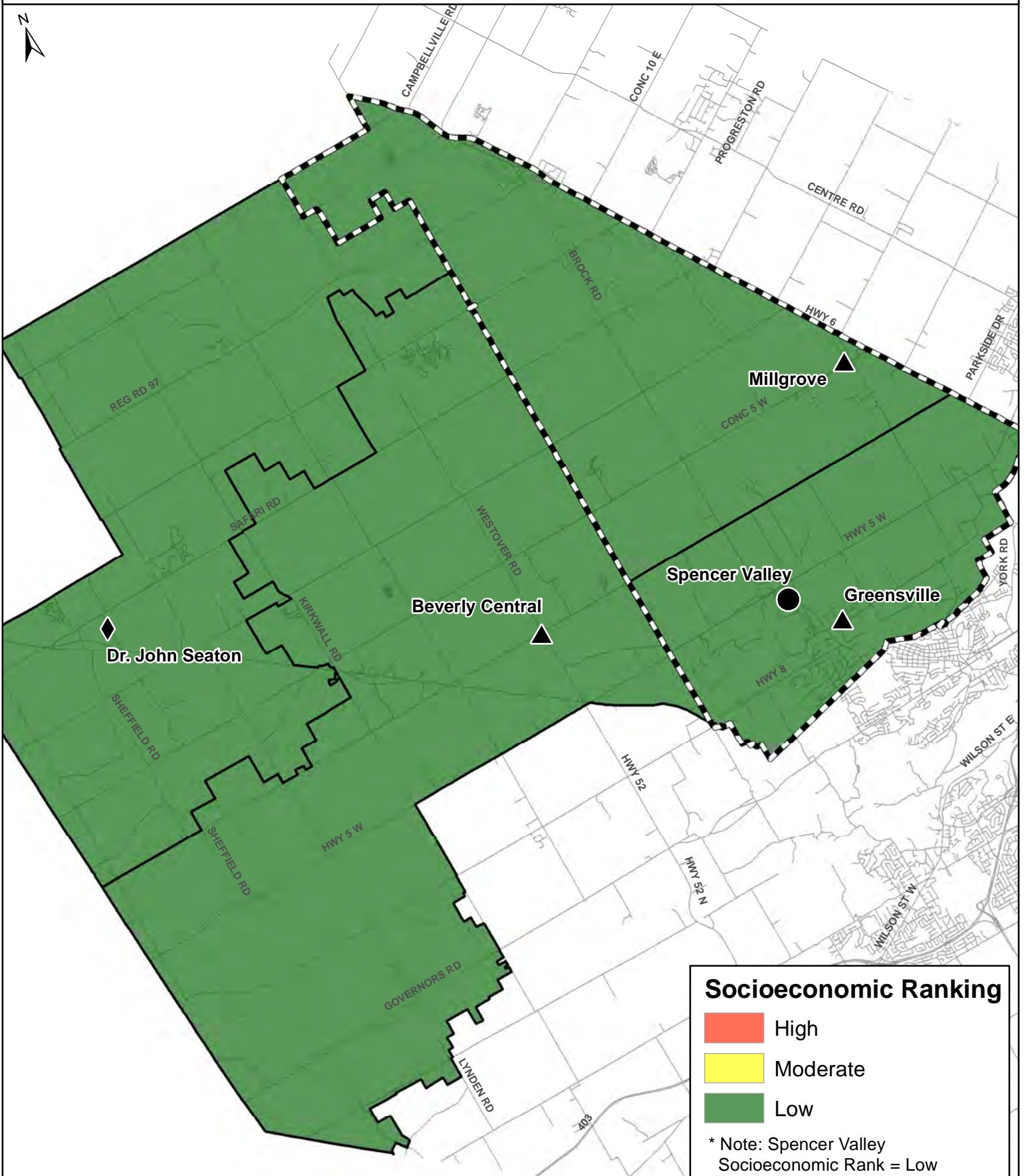


Planning & Accommodation

July 2013

Planning and Accommodation

West Flamborough Accommodation Review: School Socioeconomic Ranking



Socioeconomic Ranking

- High
- Moderate
- Low

* Note: Spencer Valley Socioeconomic Rank = Low

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

0 1.25 2.5 5 KM

Socioeconomic Ranking based on 2006 Census Data- Statistics Canada



Planning & Accommodation

July 2013

Planning and Accommodation



HWDSB School Report

August 9, 2013

Beverly Central

Address: 1346 4th Concession road We

Grades: JK-5

City: Troy

Current FI Grades:

Postal Code: L0R 2B0

FDK Implementation Date: 2012-2013

Portables: 0

Portapaks: 0

Capacity: 213

2012 Enrolment: 166

Utilization 78%

Number Of Storeys: 1

Original Construction Year: 1959

2017 Enrolment: 138

Utilization: 65%

Building Addition Years: 1960, 1970

Site Acres: 4

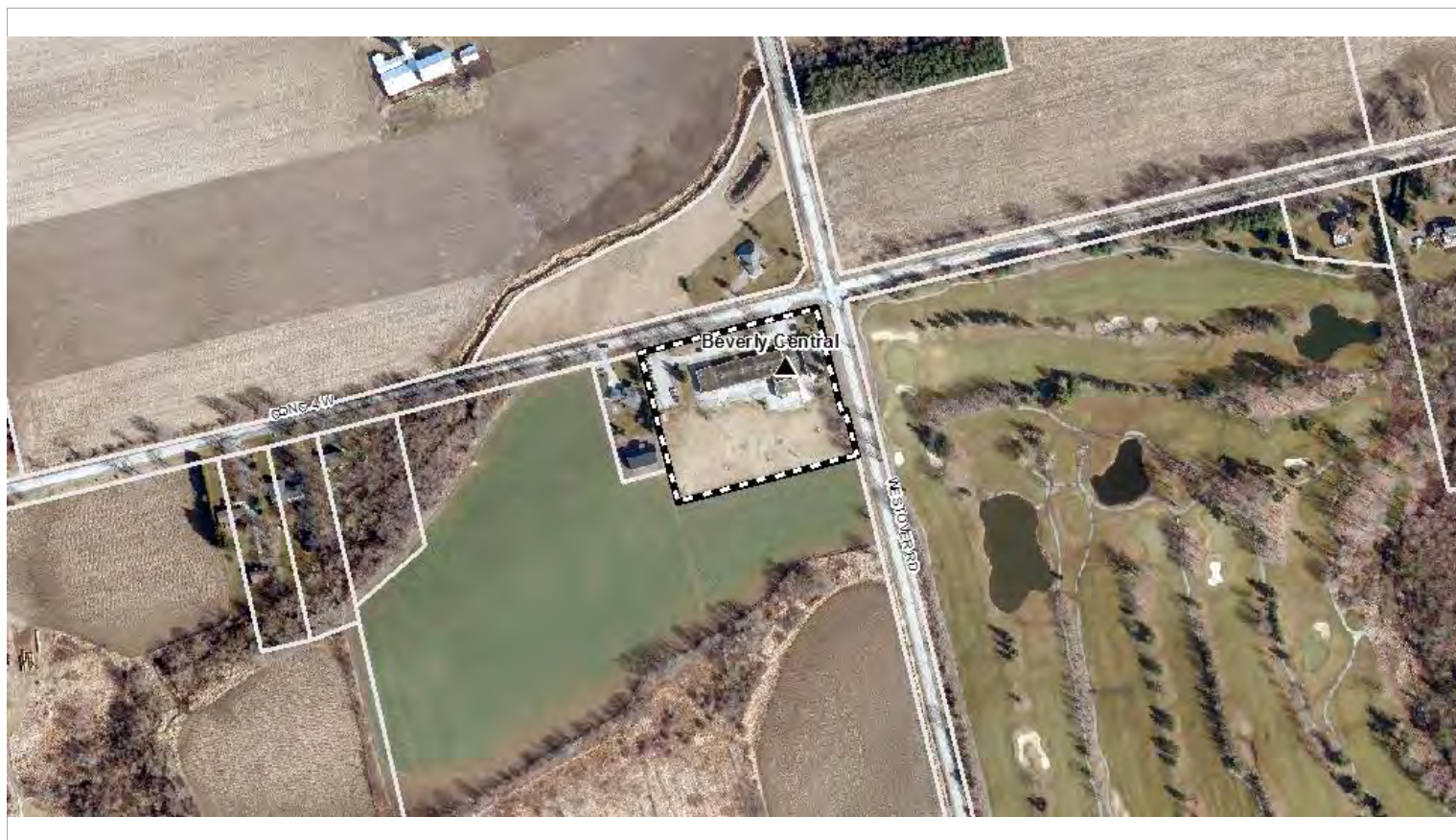
2022 Enrolment: 135

Building Gross (Ft2): 23,188

Utilization 63%

Building Gross (M2): 2,154

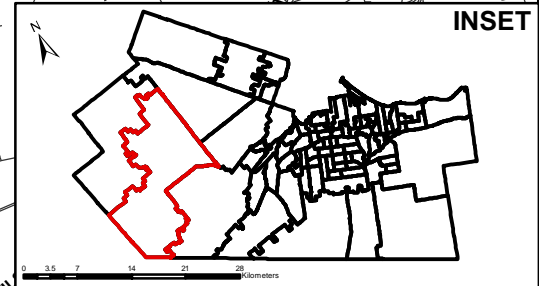
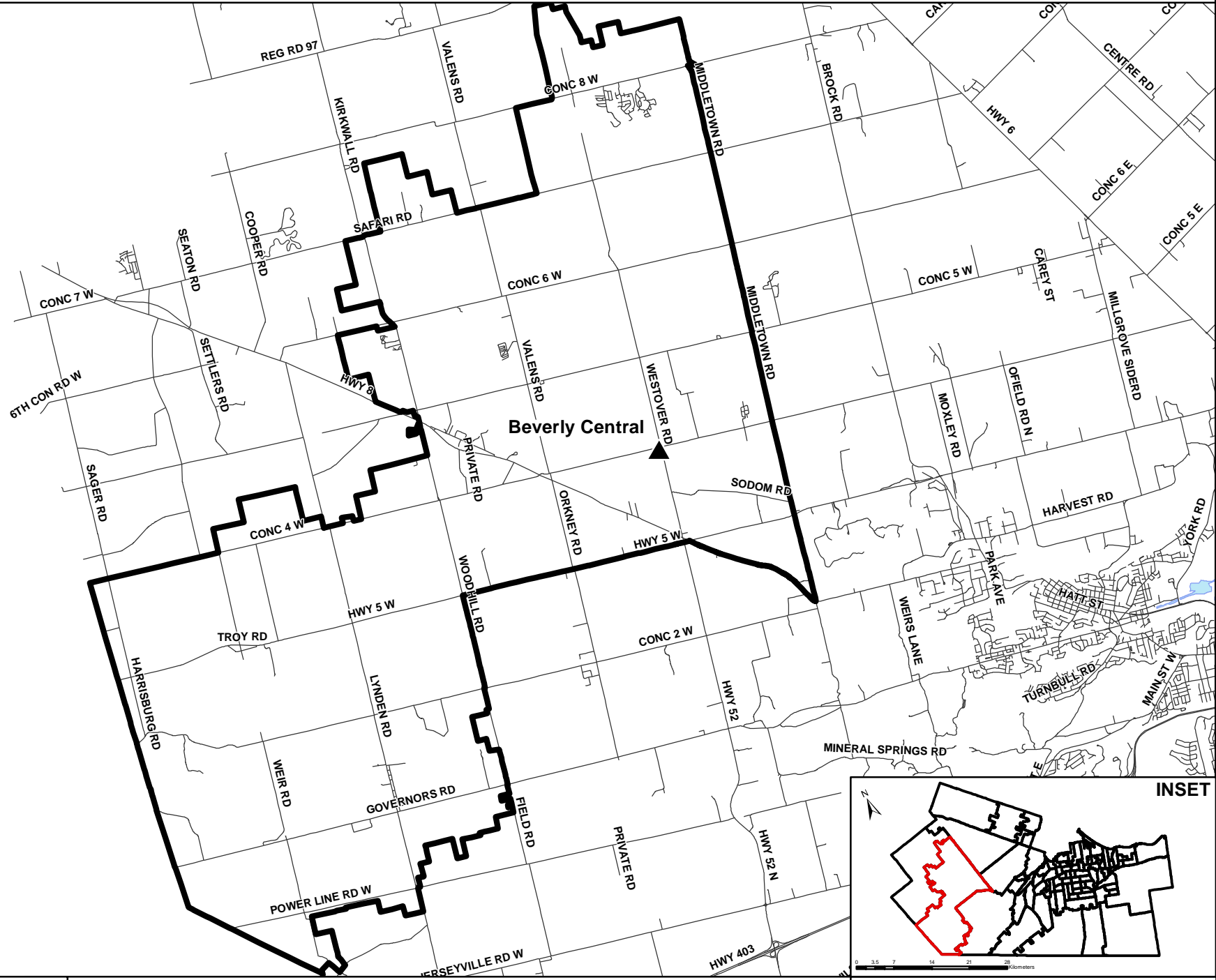
**All Enrolments are Nominal Counts



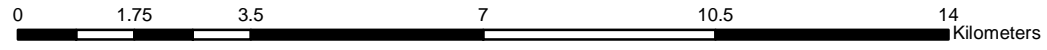


Beverly Central Boundary 2013/2014

Grades JK to 5

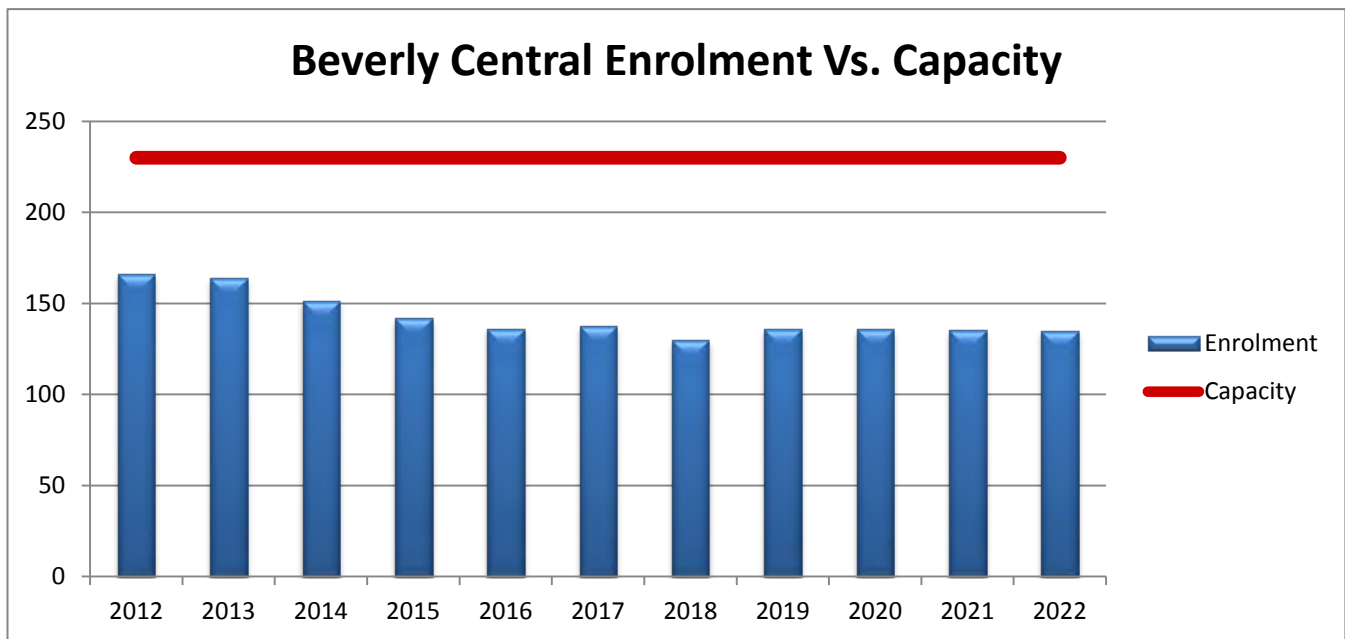


▲ Junior Elementary School



Beverly Central Enrolment By Grade

Beverly Central	OTG: 230												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	13	27	17	25	28	31	20	0	0	0	5	166	72%
2013	19	13	26	17	25	28	31	0	0	0	5	164	71%
2014	19	19	12	26	17	25	28	0	0	0	5	152	66%
2015	19	19	18	13	26	17	25	0	0	0	5	142	62%
2016	19	19	18	19	13	26	17	0	0	0	5	136	59%
2017	19	19	18	19	19	13	26	0	0	0	5	138	60%
2018	19	19	18	19	19	19	13	0	0	0	5	130	56%
2019	19	19	18	19	19	19	19	0	0	0	5	136	59%
2020	19	19	18	19	19	19	19	0	0	0	5	136	59%
2021	19	19	18	18	19	19	19	0	0	0	5	135	59%
2022	19	19	18	18	18	19	19	0	0	0	5	135	59%



October 2012

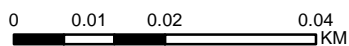
Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
Early Learning Programme															
(ELPKD)		8	17	0	0	0	0	0	0	0	0	0	0	25	12.50
(ELPKP)		5	9	0	0	0	0	0	0	0	0	0	0	14	7.00
(ELPKP)		0	1	0	0	0	0	0	0	0	0	0	0	1	0.50
Subtotal		13	27	0	0	0	0	0	0	0	0	0	0	40	20.00
English															
(1)		0	0	0	17	0	0	0	0	0	0	0	0	17	17.00
(2)	A.M.	0	0	0	0	18	0	0	0	0	0	0	0	18	18.00
(2/3)		0	0	0	0	7	8	0	0	0	0	0	0	15	15.00
(3)		0	0	0	0	0	20	0	0	0	0	0	0	20	20.00
(4)		0	0	0	0	0	0	25	0	0	0	0	0	25	25.00
(4/5)		0	0	0	0	0	0	6	20	0	0	0	0	26	26.00
Subtotal		0	0	0	17	25	28	31	20	0	0	0	0	121	121.00
Special Education															
(SPED)	DD	0	0	0	0	0	0	0	0	0	0	0	5	5	5.00
Subtotal		0	0	0	0	0	0	0	0	0	0	0	5	5	5.00
Grand Total		13	27	0	17	25	28	31	20	0	0	0	5	166	146.00

Beverly Central Site Plan



 School Property Line

Site Acres: 4

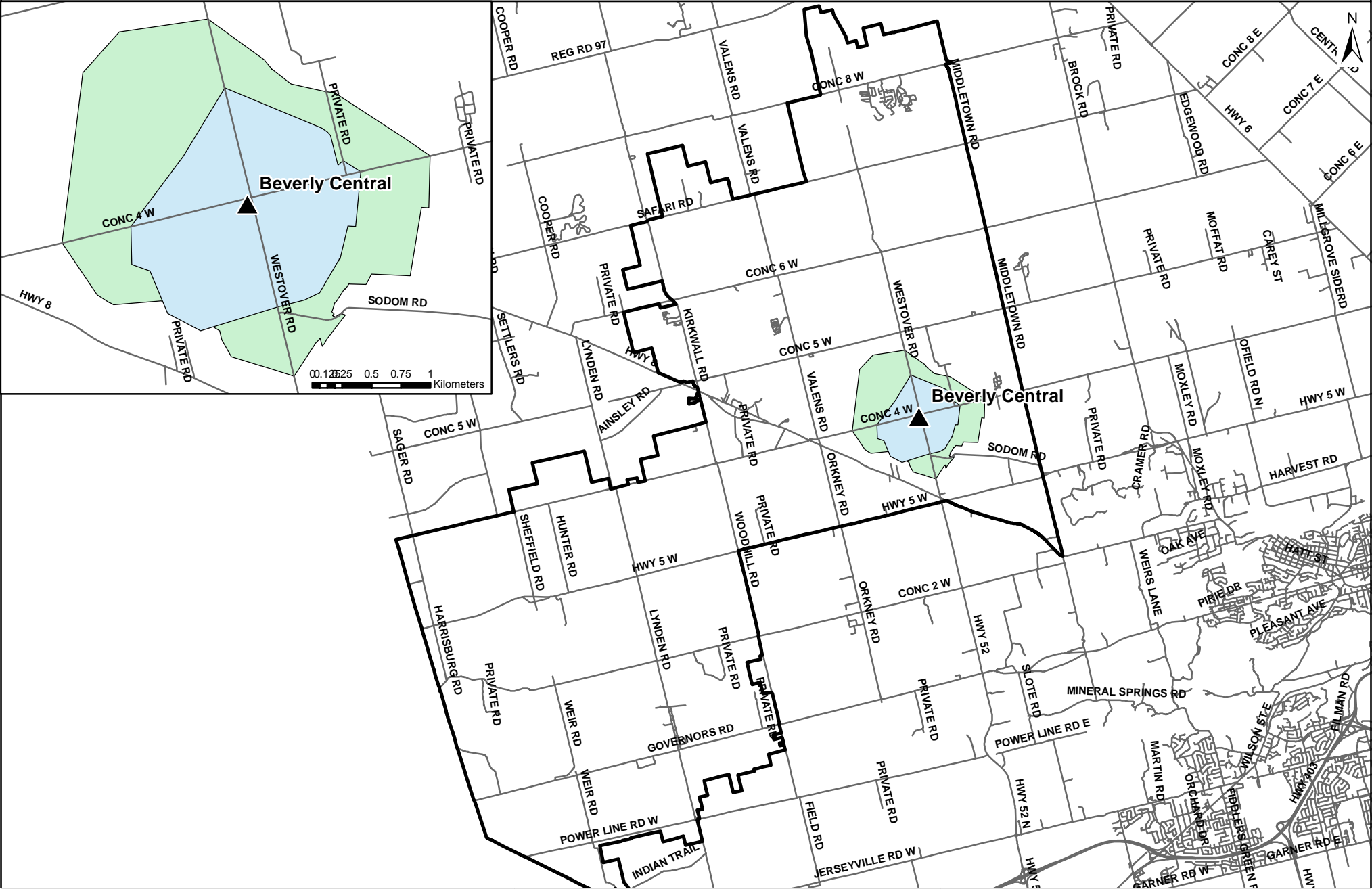






Planning & Accommodation

August 2013

Planning and Accommodation

Walking Distance Boundary- Beverly Central



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

0 2.25 4.5 9 KM

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

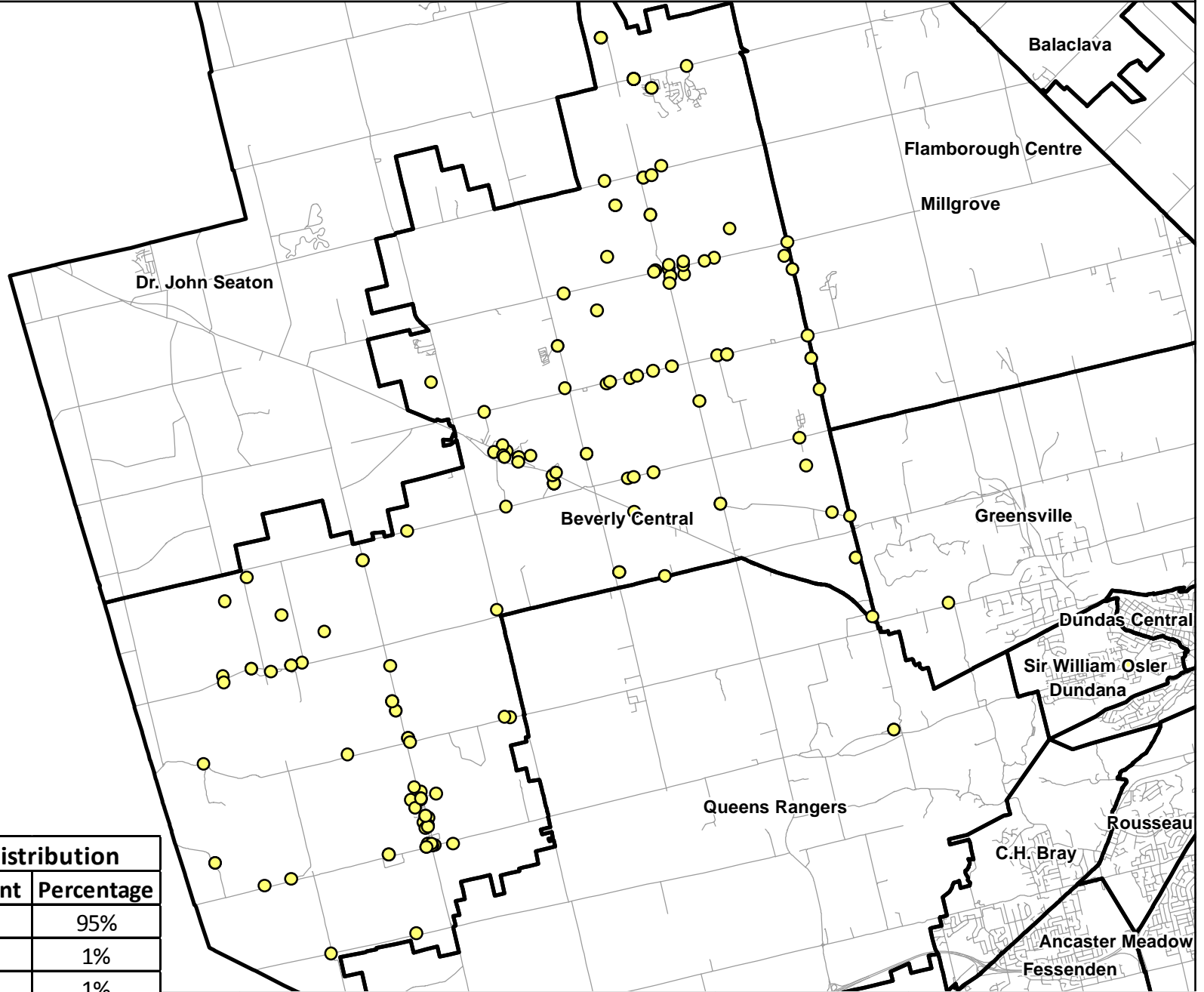


Planning & Accommodation

July 2013

Planning and Accommodation

Beverly Central 2012/ 2013 Student Distribution



Beverly Central Student Distribution		
Home School	Student Count	Percentage
Beverly Central	158	95%
Greenville	1	1%
Mary Hopkins	1	1%
Millgrove	1	1%
<i>Special Education</i>	5	3%
Total	166	100%

0 2 4 8 KM

Beverly Central 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: Beverly Central (047961)
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.

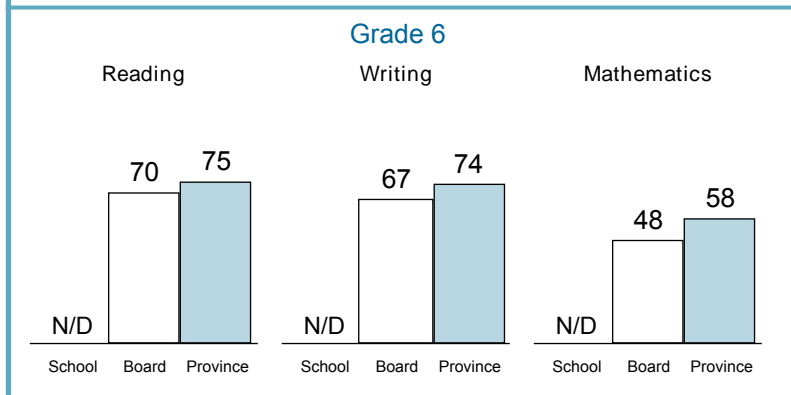
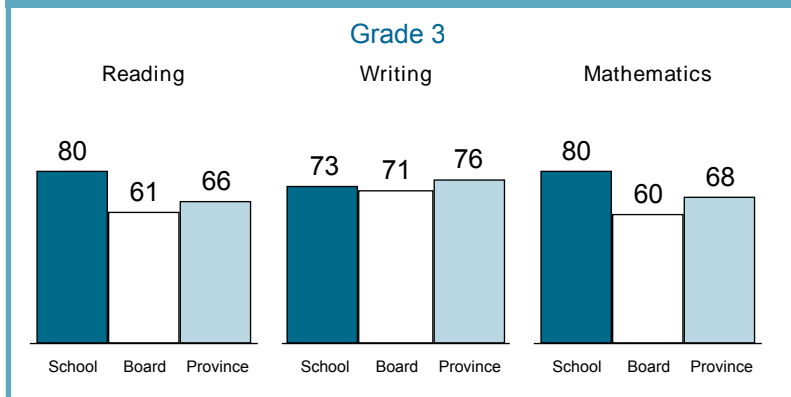
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

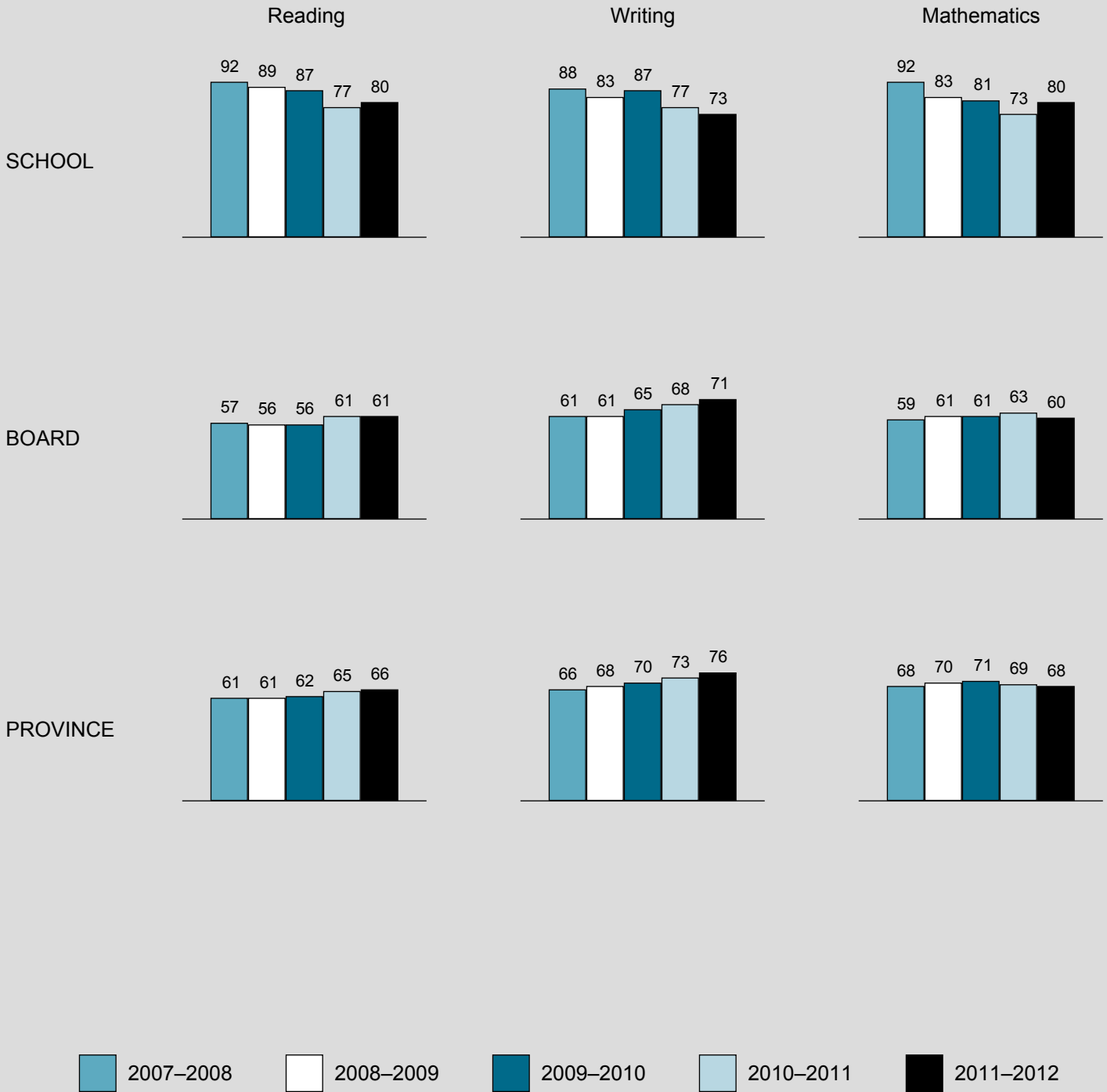
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2011–2012	5	9
Results for groups of students: 2011–2012		
• All students	6	10
• Participating students	7	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				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
School	26	18	31	22	30
Board	3 499	3 369	3 475	3 281	3 475
Province	128 660	125 481	127 789	124 117	126 455

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

Percentage of Students: Grade 6

Reading

Writing

Mathematics

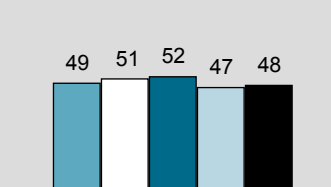
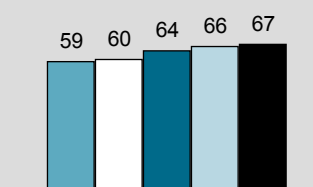
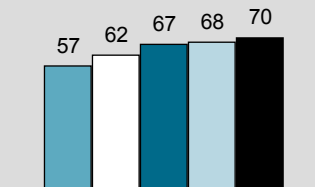
SCHOOL

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

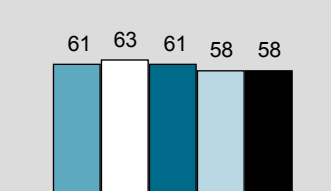
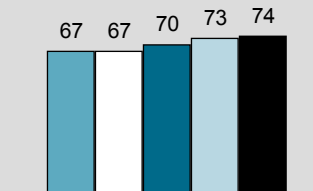
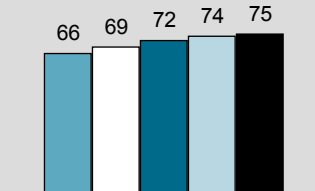
N/D N/D N/D N/D N/D

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



HWDSB School Report

August 9, 2013

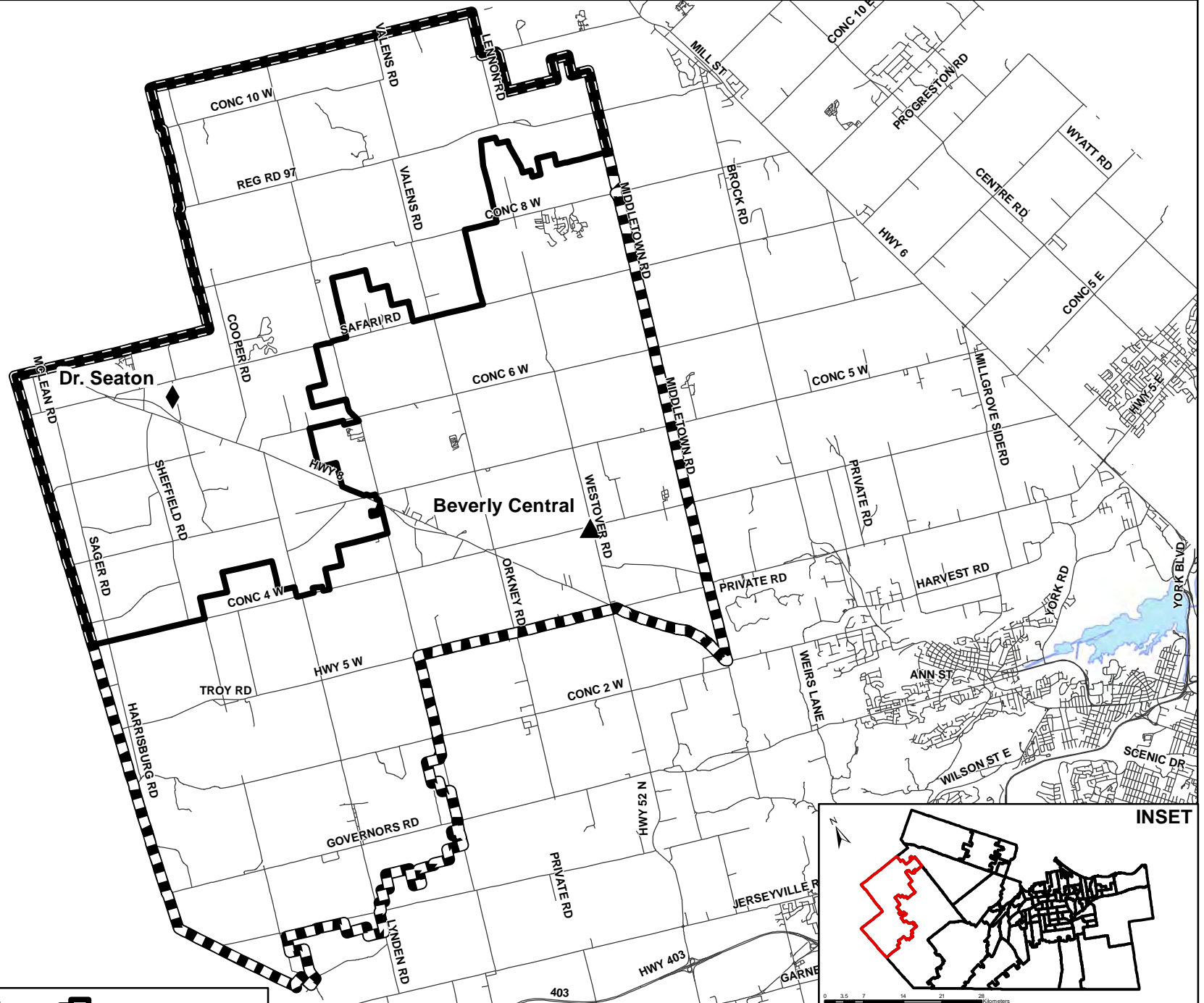
Dr. John Seaton

Address:	1279 Seaton Road	Grades:	JK-8
City:	Sheffield	Current FI Grades:	
Postal Code:	L0R 1Z0	FDK Implementation Date:	2012-2013
Portables:	0	Capacity:	348
Portapaks:	0	2012 Enrolment:	243
		Utilization:	70%
Number Of Storeys:	1	2017 Enrolment:	204
Original Construction Year:	1968	Utilization:	59%
Building Addition Years:		2022 Enrolment:	189
Site Acres:	14.27	Utilization:	54%
Building Gross (Ft2):	36,250	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,368		

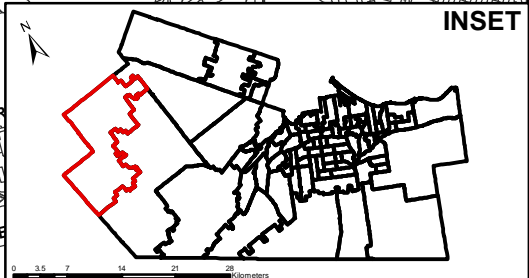


Dr. Seaton Boundary 2013/2014

Grades JK to 8

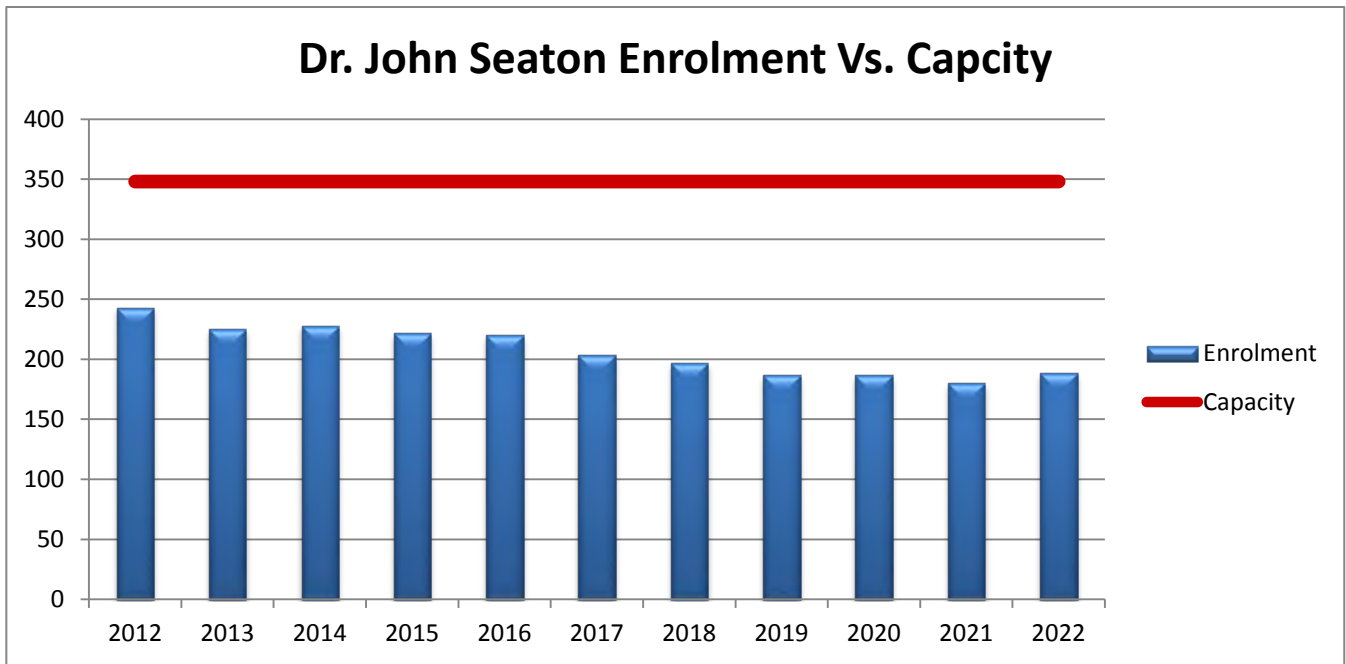


	Junior Elementary School		JK- 5 Boundary
	Elementary School		6- 8 Boundary



Dr. John Seaton Enrolment By Grade

Dr. John Seaton	OTG: 348												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	9	11	14	12	21	17	22	48	40	49	0	243	70%
2013	12	10	11	14	12	22	15	42	48	39	0	225	65%
2014	12	13	10	12	14	13	20	46	42	47	0	228	66%
2015	12	13	13	10	12	15	12	48	46	41	0	222	64%
2016	12	13	13	14	10	12	14	37	48	46	0	220	63%
2017	12	13	13	14	14	11	11	31	37	47	0	204	59%
2018	12	14	14	14	14	15	10	37	31	36	0	197	57%
2019	13	13	14	14	14	15	13	23	38	31	0	187	54%
2020	13	13	13	14	14	15	13	32	23	37	0	187	54%
2021	13	13	13	14	14	14	13	32	32	22	0	180	52%
2022	13	13	13	14	14	14	13	32	32	31	0	189	54%



October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
Early Learning Programme															
(JK/SK)		9	11	0	0	0	0	0	0	0	0	0	0	20	10.00
Subtotal		9	11	0	0	0	0	0	0	0	0	0	0	20	10.00
English															
(11)		0	0	0	14	0	0	0	0	0	0	0	0	14	14.00
(2/3)		0	0	0	0	12	3	0	0	0	0	0	0	15	15.00
(3-1)		0	0	0	0	0	18	0	0	0	0	0	0	18	18.00
(4/5)		0	0	0	0	0	0	17	9	0	0	0	0	26	26.00
(5/6)		0	0	0	0	0	0	0	13	18	0	0	0	31	31.00
(61)		0	0	0	0	0	0	0	0	30	0	0	0	30	30.00
(72)		0	0	0	0	0	0	0	0	0	20	0	0	20	20.00
(71)		0	0	0	0	0	0	0	0	0	20	0	0	20	20.00
(81)		0	0	0	0	0	0	0	0	0	0	25	0	25	25.00
(82)		0	0	0	0	0	0	0	0	0	0	24	0	24	24.00
Subtotal		0	0	0	14	12	21	17	22	48	40	49	0	223	223.00
Grand Total		9	11	0	14	12	21	17	22	48	40	49	0	243	233.00

Dr. John Seaton Site Plan



School
Property Line

Site Acres: 14.27



0 0.015 0.03 0.06
KM

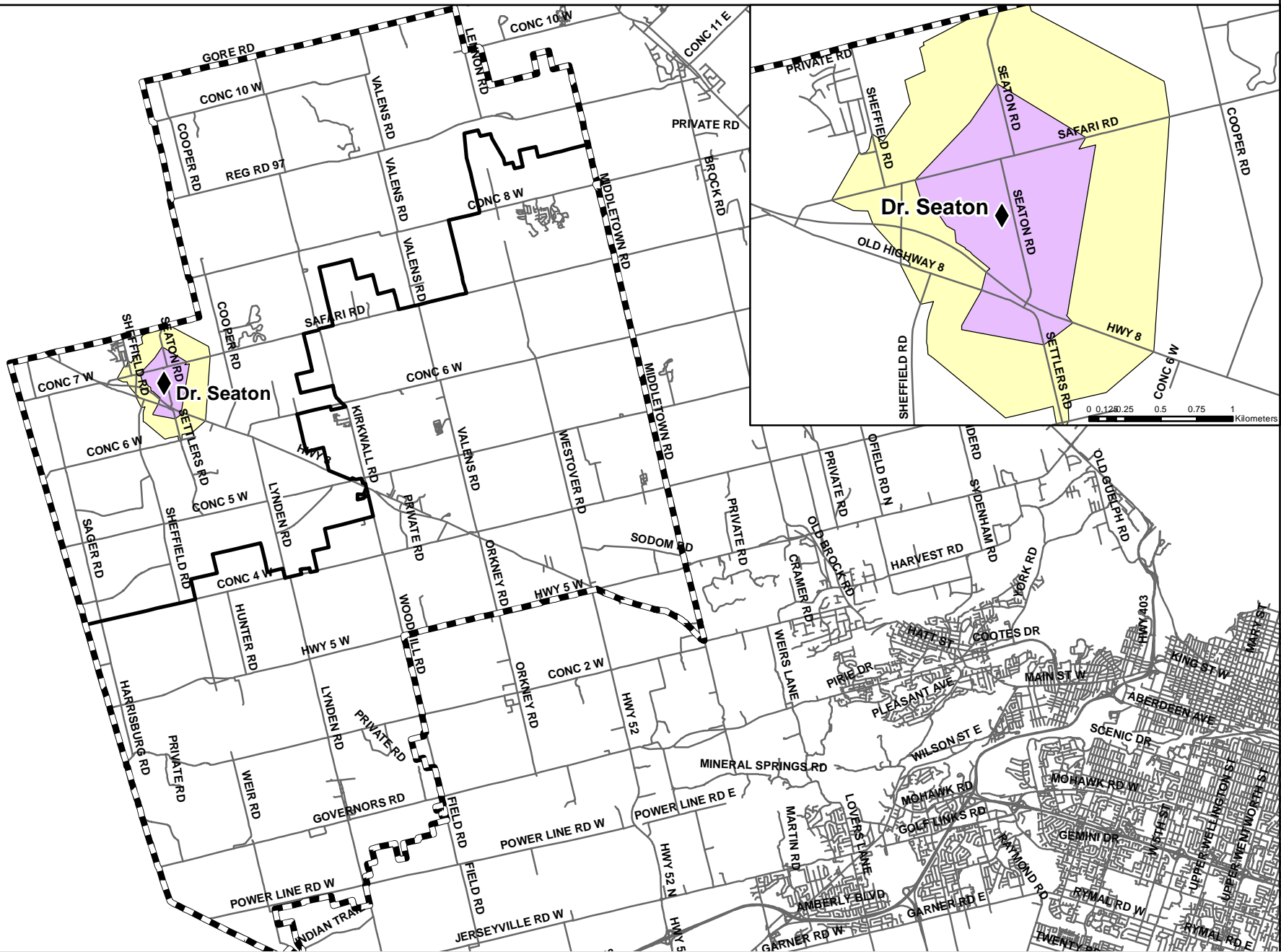


Planning &
Accommodation

August 2013

Planning and Accommodation

Walking Distance Boundary- Dr. John Seaton



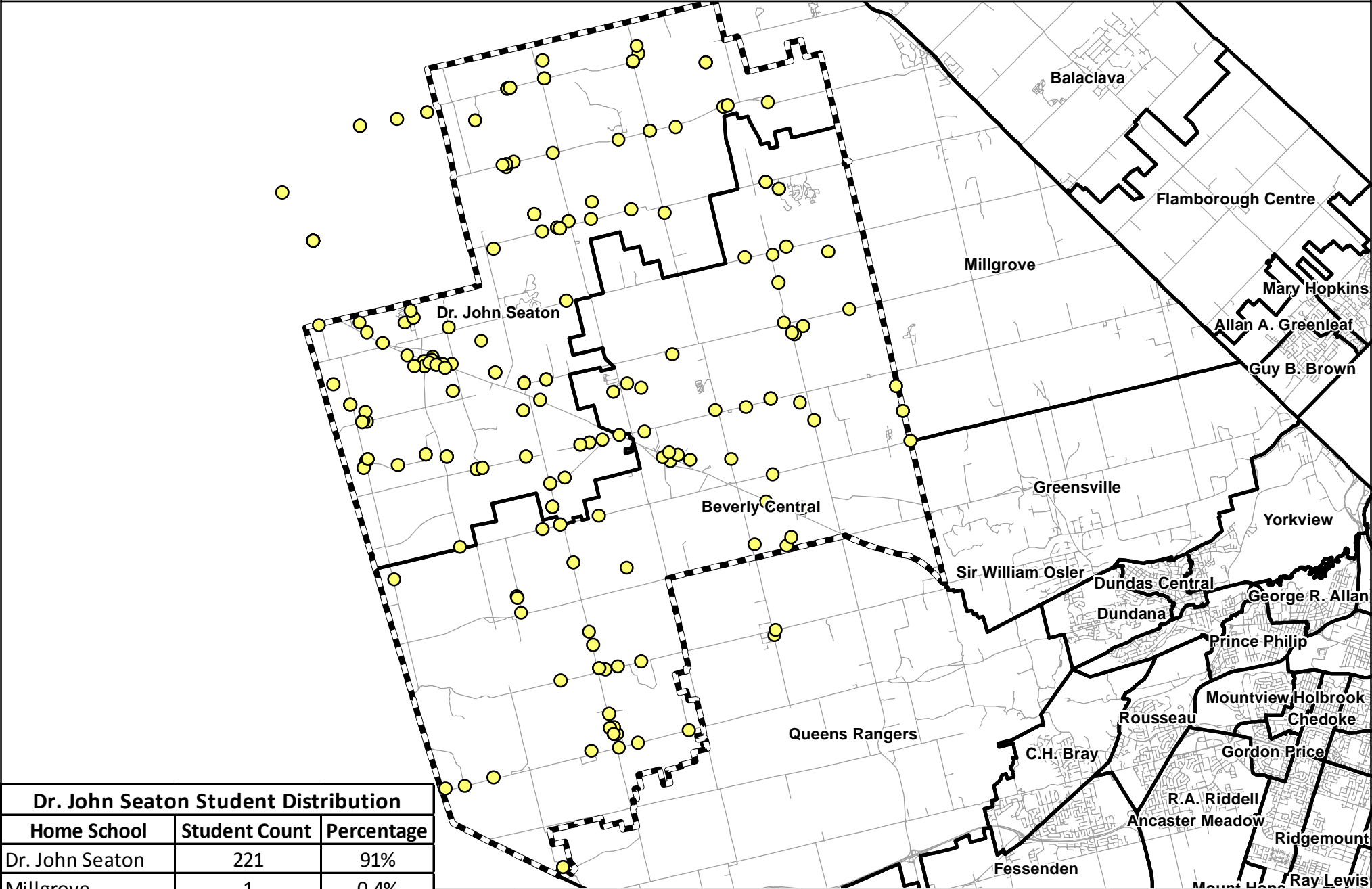
- JK- 8 School
- JK- 5 Boundary
- 6- 8 Boundary
- JK- SK Walking Distance- 1 Km
- Gr. 1- 8 Walking Distance- 1.6 Km

0 2.5 5 10 KM

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



Dr. John Seaton 2012/ 2013 Student Distribution



Dr. John Seaton Student Distribution		
Home School	Student Count	Percentage
Dr. John Seaton	221	91%
Millgrove	1	0.4%
Queens Rangers	2	1%
Other	19	8%
Total	243	100%



0 2.25 4.5 9 KM

- Dr. John Seaton Students
- JK- 5 Boundary
- Gr 6- 8 Boundary



Planning & Accommodation

July 2013

Planning and Accommodation



School Report



Assessments of Reading, Writing and Mathematics

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

School: Dr John Seaton (147427)
Board: Hamilton-Wentworth DSB (66141)

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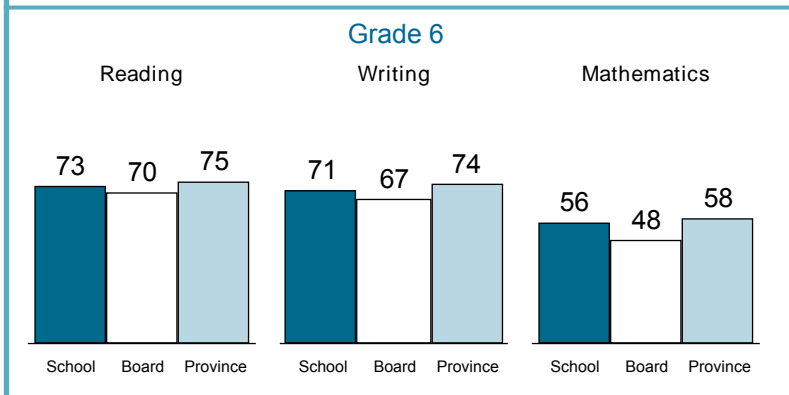
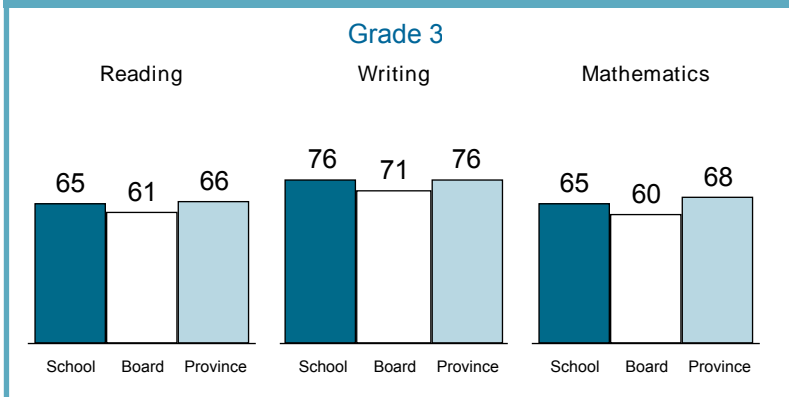
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 Chief Executive Officer
 Education Quality and Accountability Office

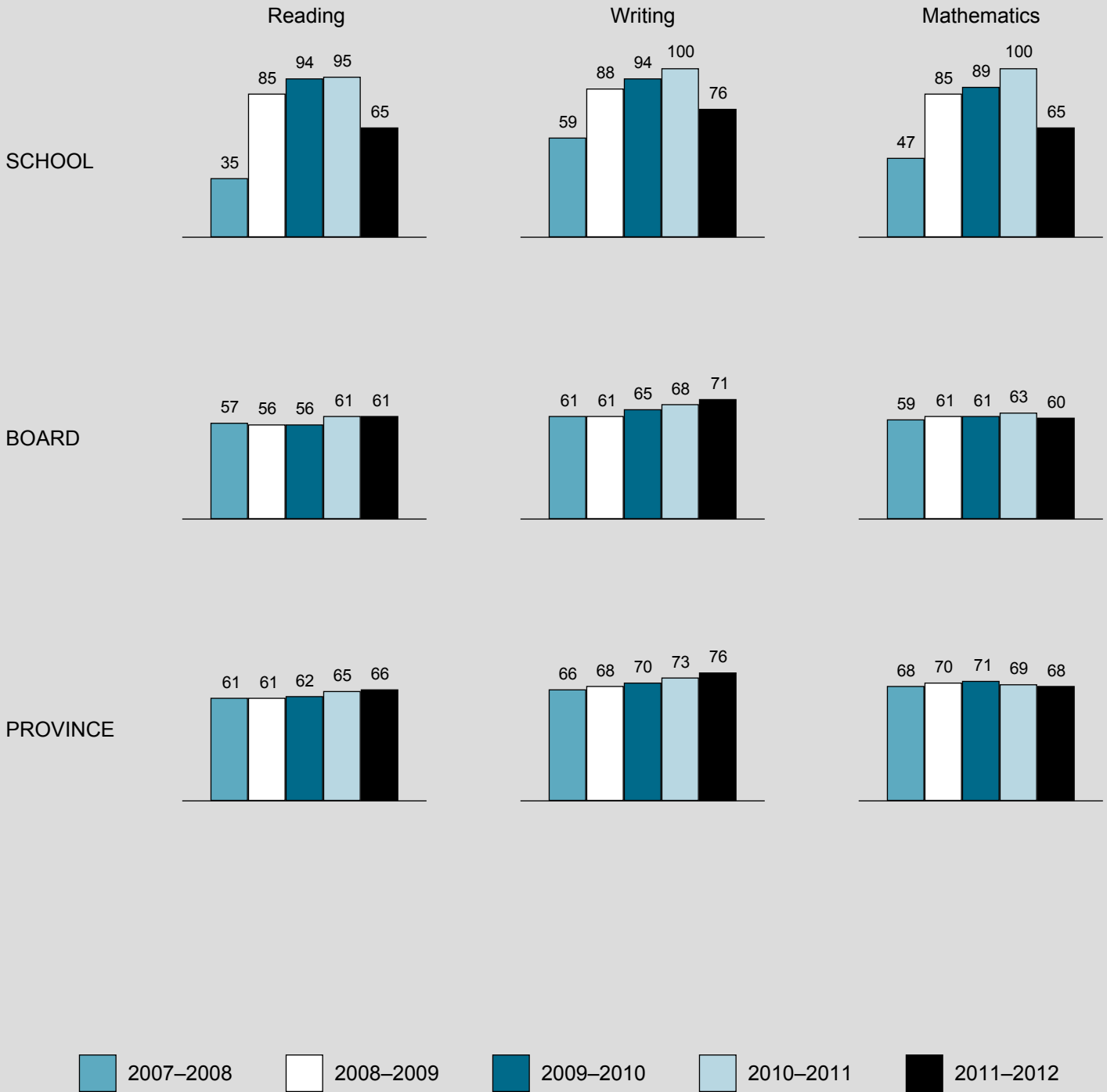
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012	1	1
• Over time	2	3
Tips for using this report	4	4
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Results for groups of students: 2011–2012		
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Student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

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



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

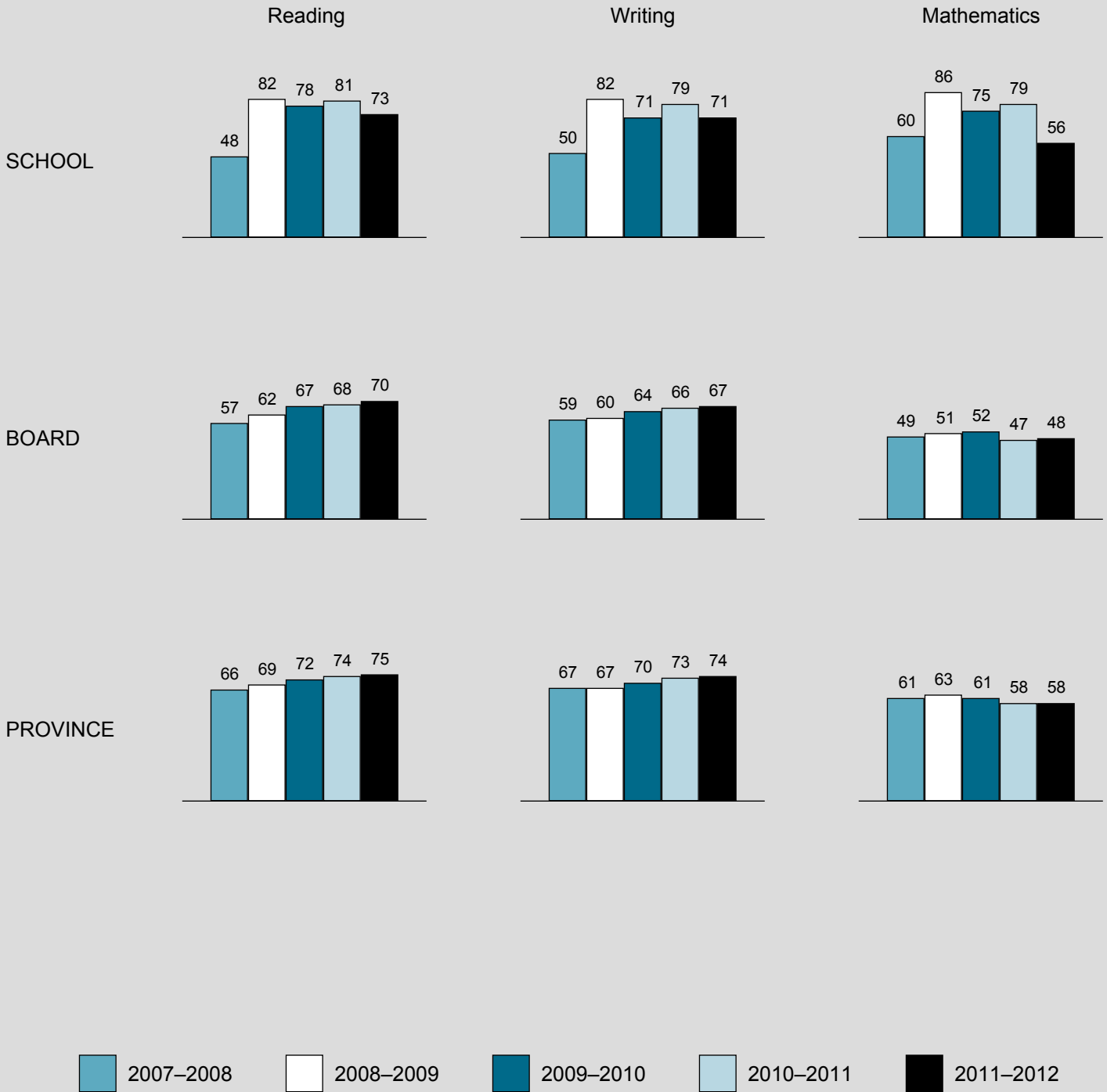
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	17	26	18	21	17
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	48	57	51	47	41
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

Greenville

Address:	625 Harvest Road	Grades:	JK-5
City:	Greenville	Current FI Grades:	
Postal Code:	L9H 5K8	FDK Implementation Date:	2012-2013
Portables:	1	Capacity:	248
Portapaks:	0	2012 Enrolment:	197
		Utilization:	79%
Number Of Storeys:	1	2017 Enrolment:	172
Original Construction Year:	1885	Utilization:	69%
Building Addition Years:	1952, 1959, 1964, 1966	2022 Enrolment:	166
Site Acres:	4.85	Utilization:	67%
Building Gross (Ft2):	23,026	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,139		

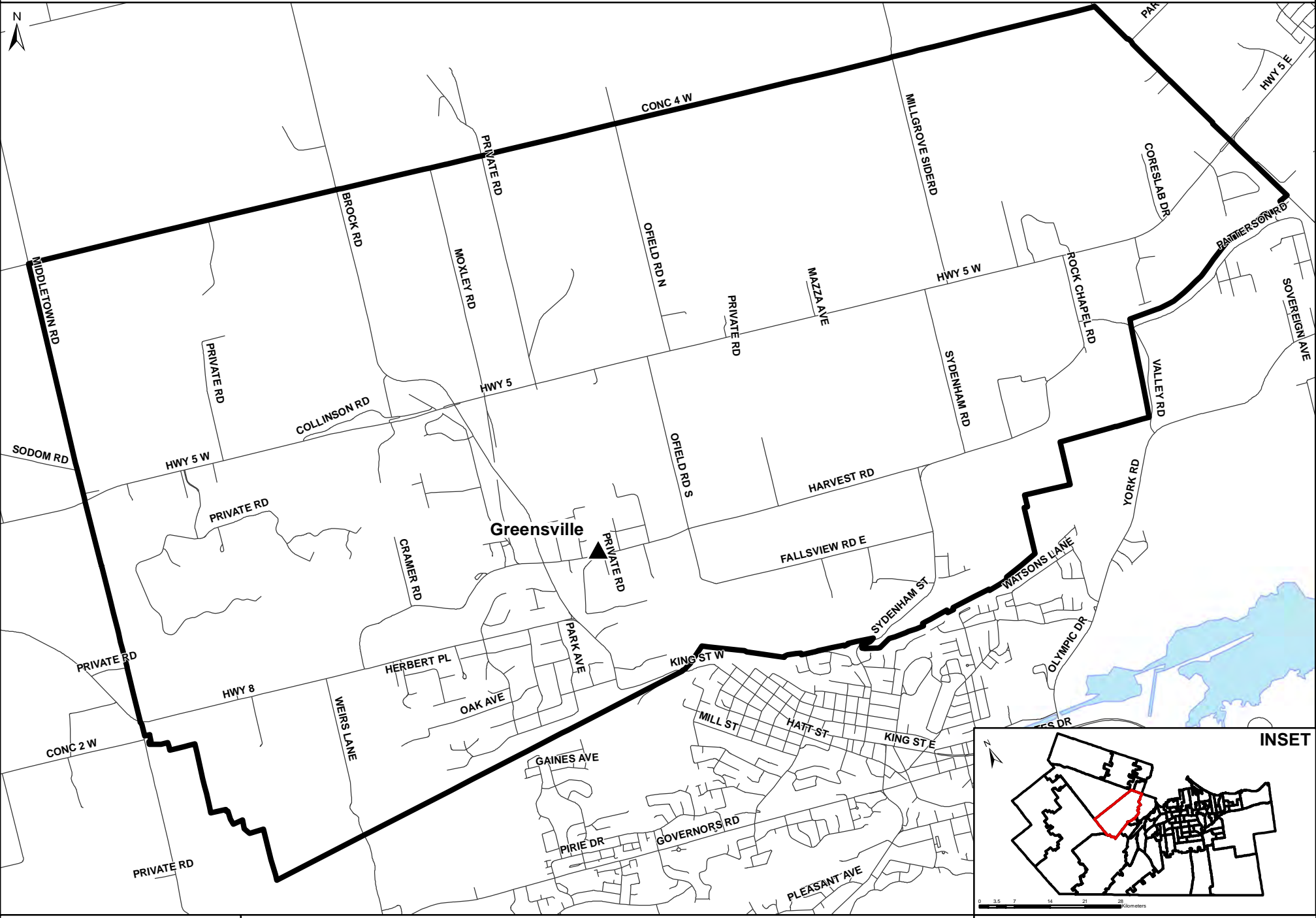




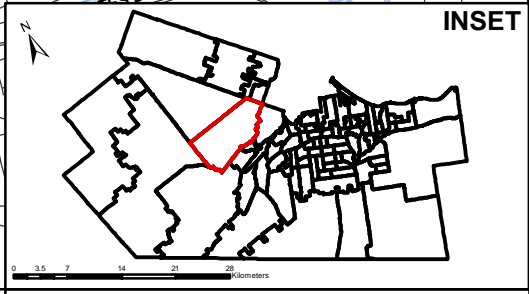
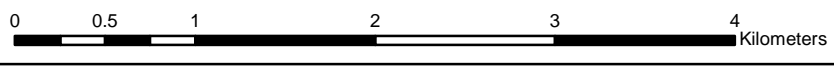
Greenville Boundary 2013/2014

Grades JK to 5

Planning & Accommodation



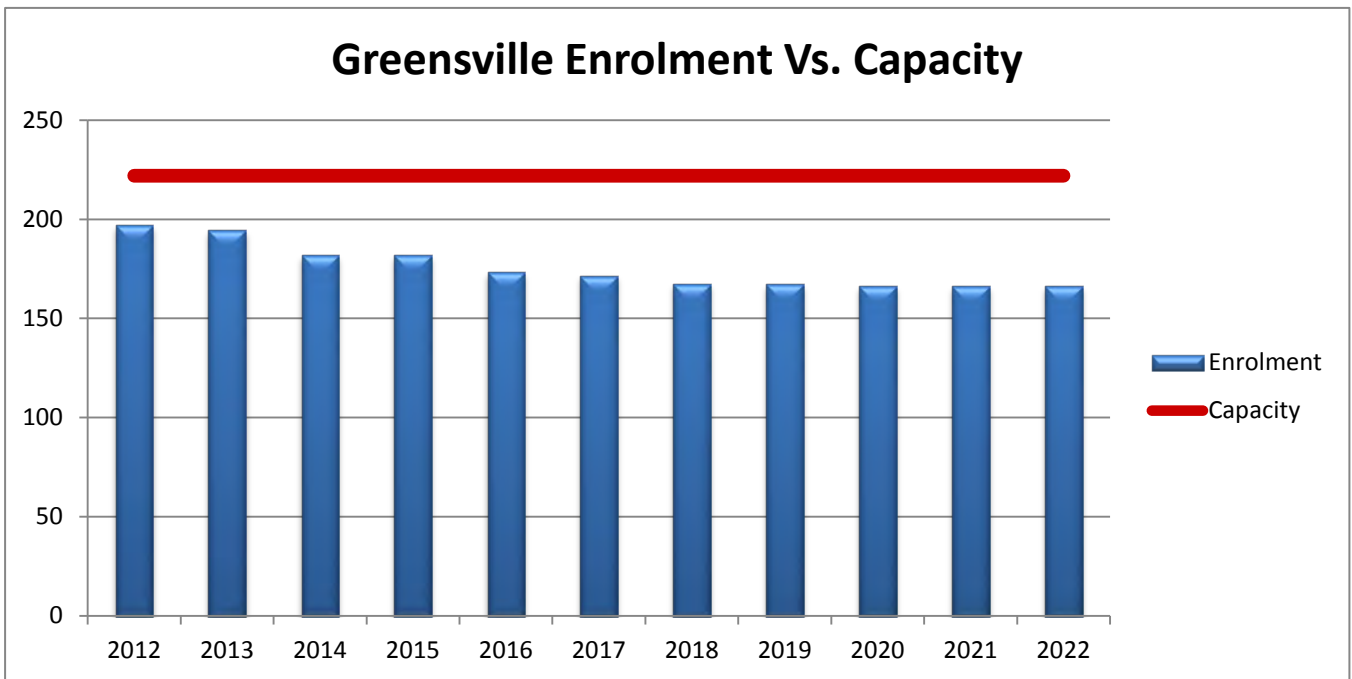
▲ Junior Elementary School



Hamilton- Wentworth District School Board
Planning and Accommodation 2013

Greenville Enrolment By Grade

Greenville	OTG: 222												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	24	27	25	31	24	38	28	0	0	0	0	197	89%
2013	25	24	28	24	31	24	38	0	0	0	0	194	88%
2014	25	25	25	26	24	31	24	0	0	0	0	182	82%
2015	25	25	26	24	26	24	31	0	0	0	0	182	82%
2016	26	26	24	25	24	27	24	0	0	0	0	174	78%
2017	26	26	24	22	25	24	27	0	0	0	0	172	77%
2018	26	26	24	22	22	25	24	0	0	0	0	168	75%
2019	26	26	24	23	23	23	25	0	0	0	0	167	75%
2020	26	26	24	23	23	23	23	0	0	0	0	166	75%
2021	26	26	24	23	23	23	23	0	0	0	0	166	75%
2022	26	26	24	23	23	23	23	0	0	0	0	166	75%



October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
Early Learning Programme															
(ELPJK1)		24	0	0	0	0	0	0	0	0	0	0	0	24	12.00
(ELPSK)		0	27	0	0	0	0	0	0	0	0	0	0	27	13.50
Subtotal		24	27	0	0	0	0	0	0	0	0	0	0	51	25.50
English															
(1S)		0	0	0	19	0	0	0	0	0	0	0	0	19	19.00
(1/2)		0	0	0	6	13	0	0	0	0	0	0	0	19	19.00
(2G)		0	0	0	0	18	0	0	0	0	0	0	0	18	18.00
(3G)		0	0	0	0	0	18	0	0	0	0	0	0	18	18.00
(3/4P)		0	0	0	0	0	6	14	0	0	0	0	0	20	20.00
(4B)		0	0	0	0	0	0	24	0	0	0	0	0	24	24.00
(5K)		0	0	0	0	0	0	0	28	0	0	0	0	28	28.00
Subtotal		0	0	0	25	31	24	38	28	0	0	0	0	146	146.00
Grand Total		24	27	0	25	31	24	38	28	0	0	0	0	197	171.50

Greenville Site Plan



School Property Line

Site Acres: 4.85



0 0.0075 0.015 0.03 KM



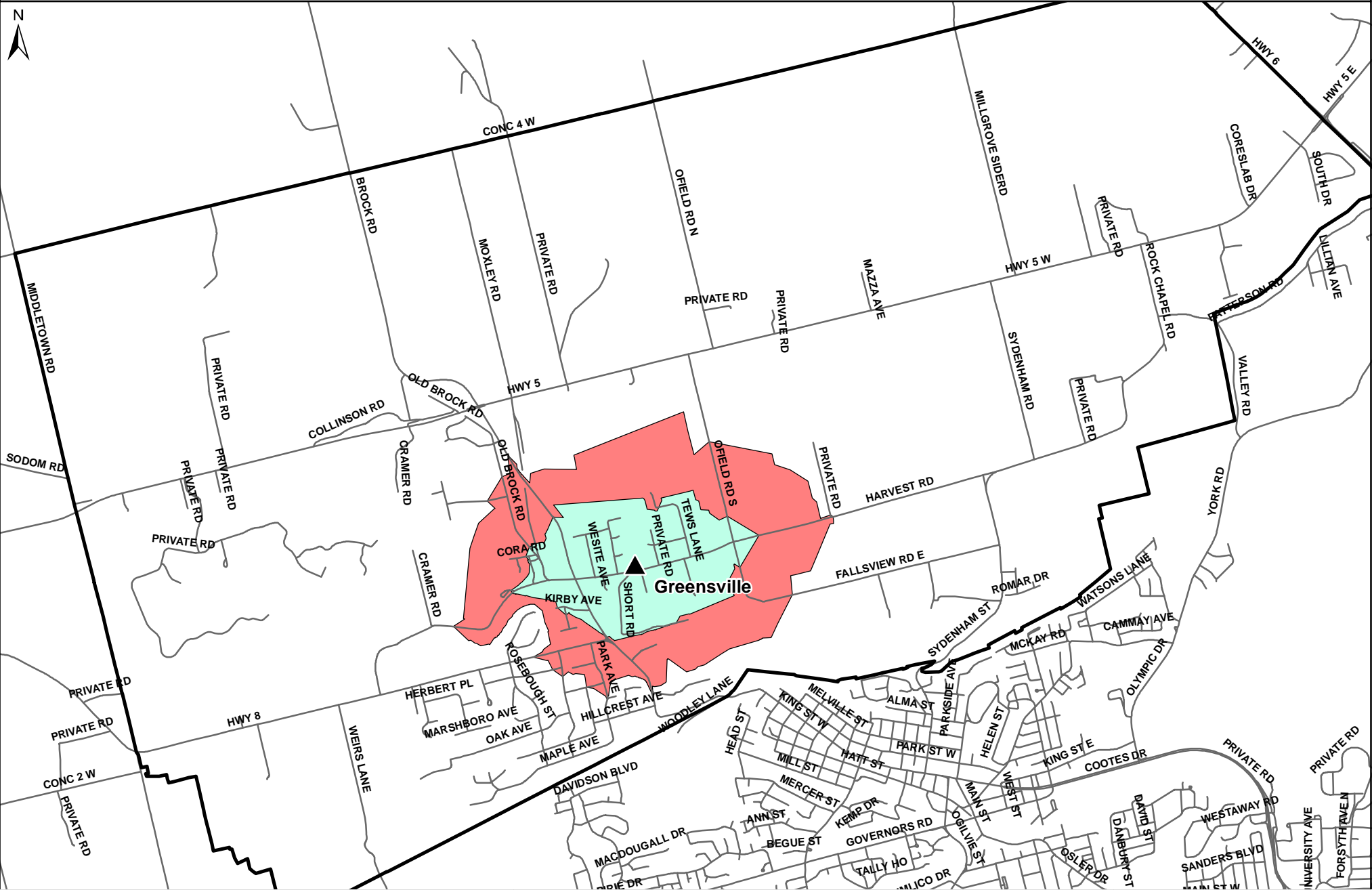
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD





Planning & Accommodation

August 2013

Planning and Accommodation

Walking Distance Boundary- Greenville



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

0 0.75 1.5 3 KM

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

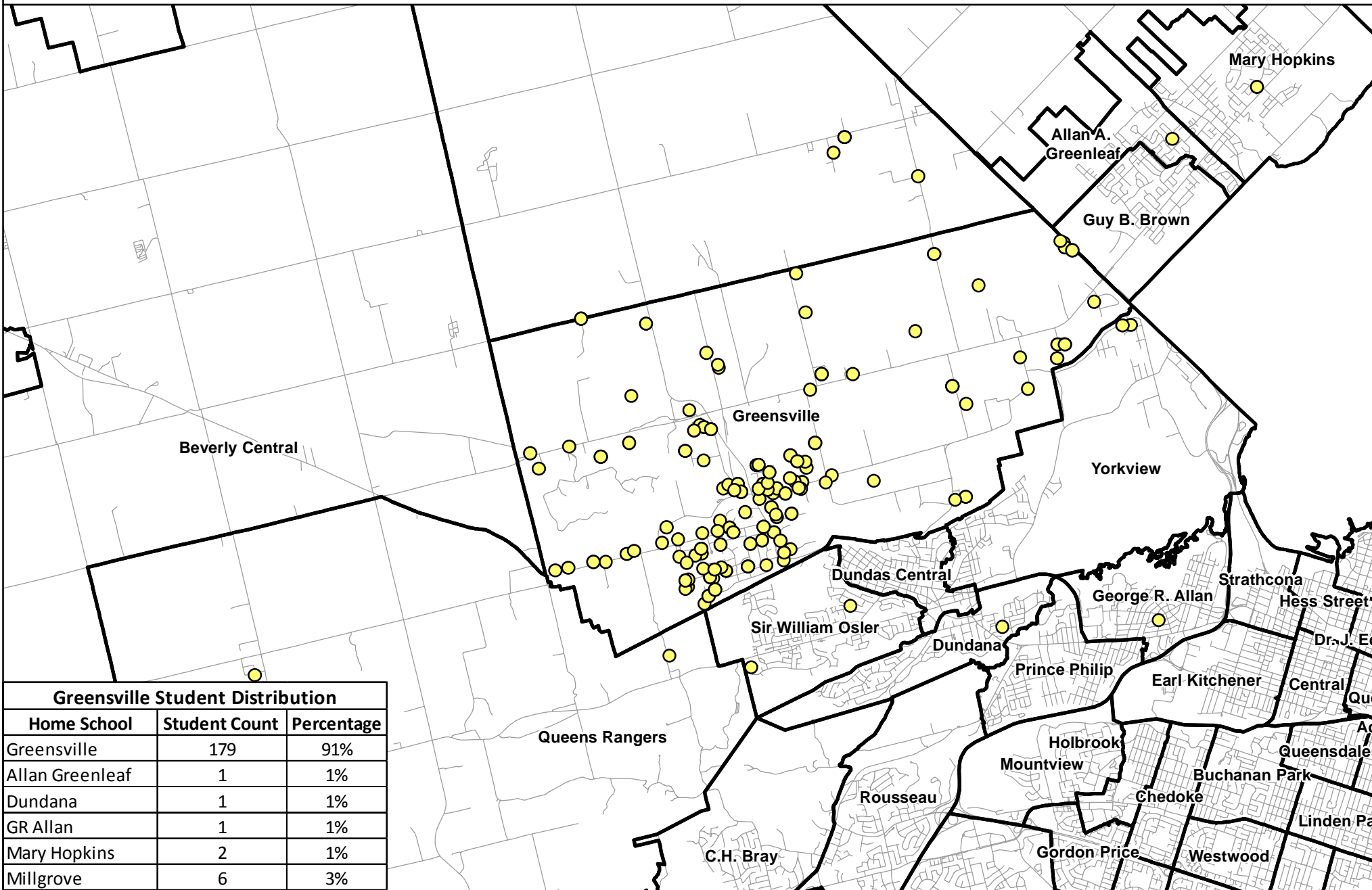


Planning & Accommodation

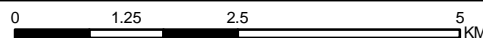
July 2013

Planning and Accommodation

Greenville 2012/ 2013 Student Distribution



Greenville Student Distribution		
Home School	Student Count	Percentage
Greenville	179	91%
Allan Greenleaf	1	1%
Dundana	1	1%
GR Allan	1	1%
Mary Hopkins	2	1%
Millgrove	6	3%
Queens Rangers	2	1%
SW Osler	2	1%
Yorkview	3	2%
Total	197	100%



● Greenville 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: Greenville PS (230430)
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.

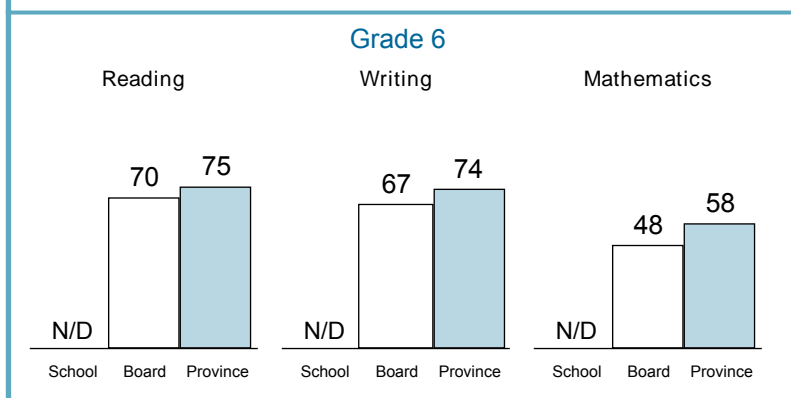
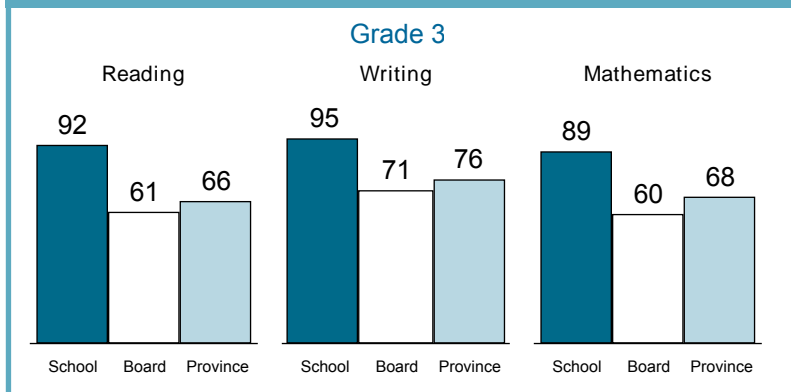
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

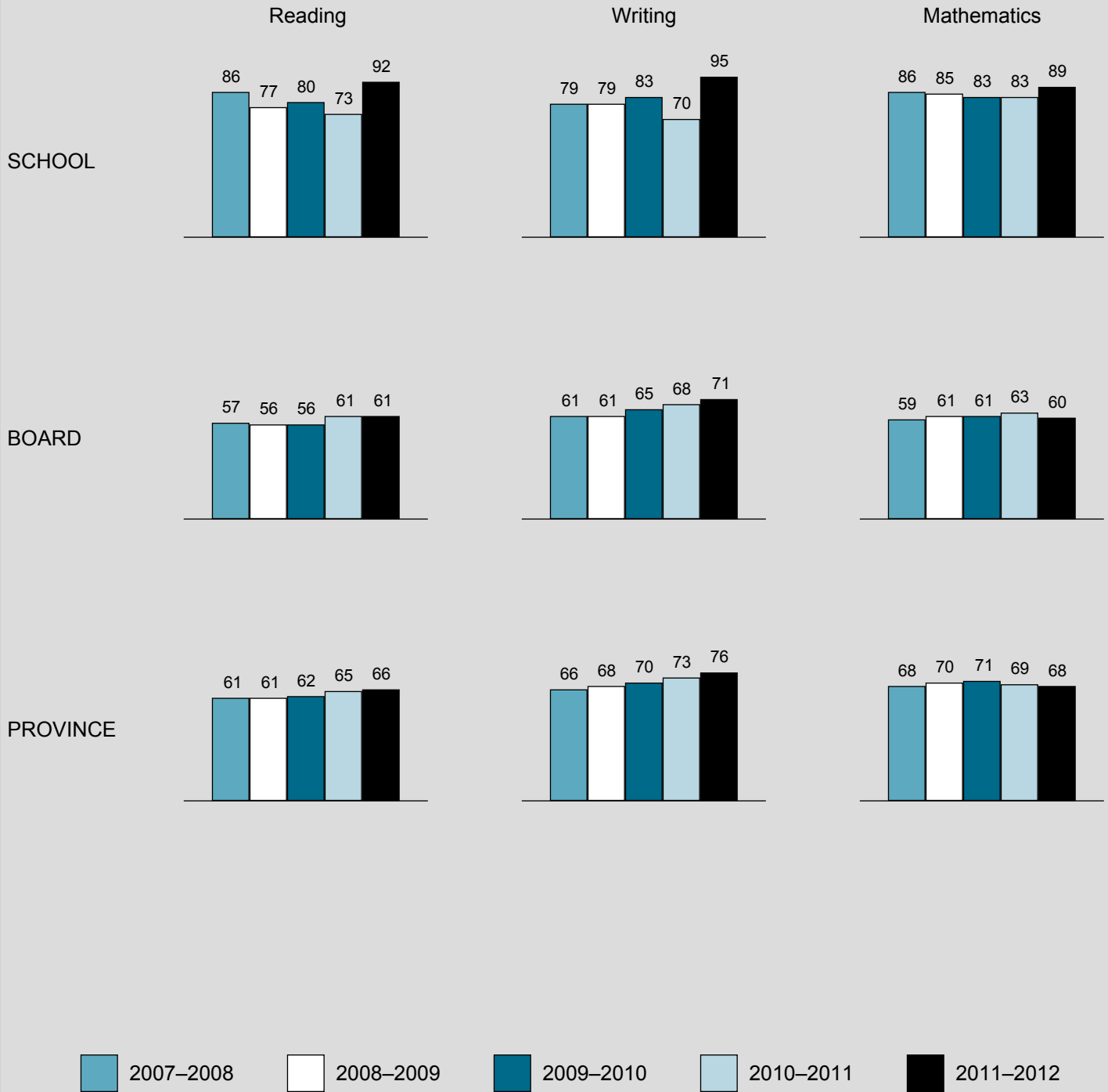
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



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				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
School	29	39	41	30	38
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

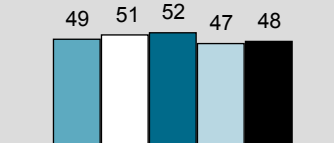
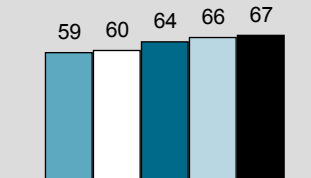
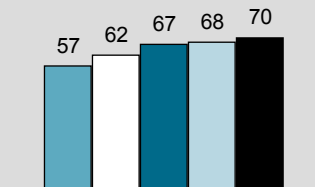
SCHOOL

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

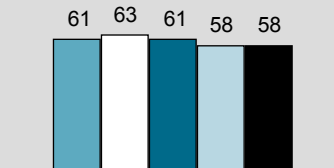
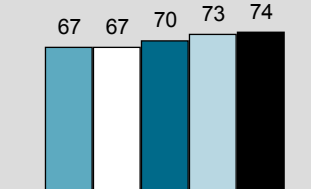
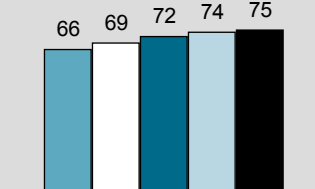
N/D N/D N/D N/D N/D

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



HWDSB School Report

August 9, 2013

Millgrove

Address: 375 5th Concession West

Grades: JK-5

City: Millgrove

Current FI Grades:

Postal Code: L0R 1V0

FDK Implementation Date: 2013-2014

Portables: 1

Capacity: 227

Portapaks: 0

2012 Enrolment: 183

Utilization 81%

Number Of Storeys: 1

2017 Enrolment: 174

Original Construction Year: 1914

Utilization: 76%

Building Addition Years: 1953, 1962, 1989

Site Acres: 3.55

2022 Enrolment: 167

Building Gross (Ft2): 18,000

Utilization 73%

Building Gross (M2): 1,672

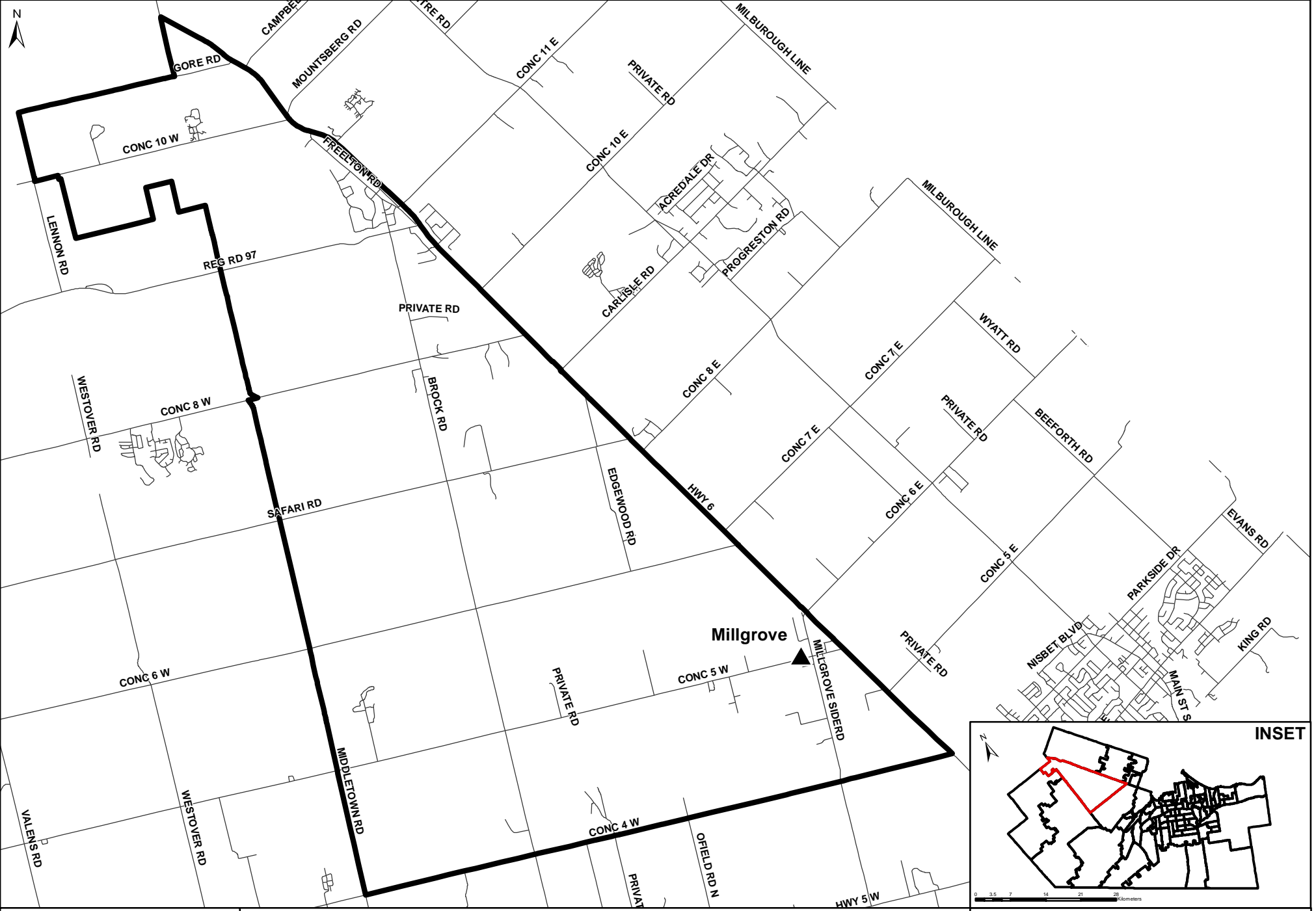
**All Enrolments are Nominal Counts





Millgrove Boundary 2013/2014

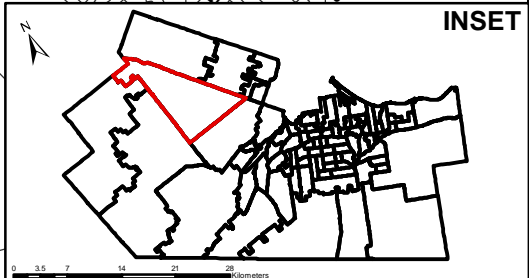
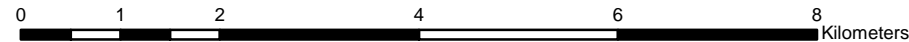
Grades JK to 5



Millgrove

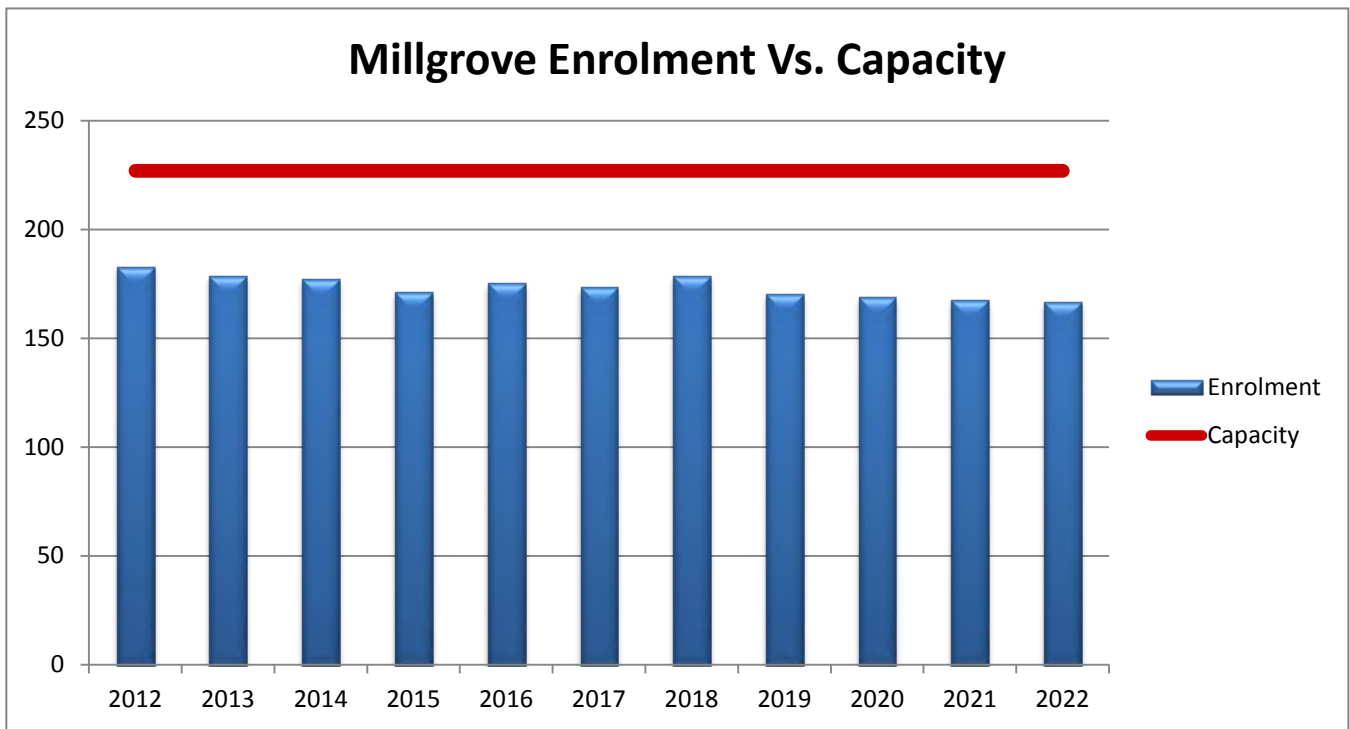


▲ Junior Elementary School



Millgrove Enrolment By Grade

Millgrove	OTG: 227												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	36	20	26	20	30	25	26	0	0	0	0	183	81%
2013	25	33	19	26	20	30	25	0	0	0	0	178	79%
2014	25	25	31	19	26	20	30	0	0	0	0	177	78%
2015	25	25	24	31	19	26	20	0	0	0	0	171	75%
2016	25	25	24	24	31	19	26	0	0	0	0	175	77%
2017	25	25	24	24	24	31	19	0	0	0	0	174	76%
2018	25	25	24	24	24	24	31	0	0	0	0	179	79%
2019	24	25	24	24	24	24	24	0	0	0	0	170	75%
2020	24	24	24	24	24	24	24	0	0	0	0	169	74%
2021	24	24	23	24	24	24	24	0	0	0	0	168	74%
2022	24	24	23	23	24	24	24	0	0	0	0	167	73%



October 2012

Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
English															
(JKA)		18	0	0	0	0	0	0	0	0	0	0	0	18	9.00
(JKB)	A.M.	18	0	0	0	0	0	0	0	0	0	0	0	18	9.00
(KSA)	P.M.	0	20	0	0	0	0	0	0	0	0	0	0	20	10.00
(1)		0	0	0	19	0	0	0	0	0	0	0	0	19	19.00
(1/2)		0	0	0	7	11	0	0	0	0	0	0	0	18	18.00
(2/3)		0	0	0	0	9	10	0	0	0	0	0	0	19	19.00
(3)		0	0	0	0	0	20	0	0	0	0	0	0	20	20.00
(4)		0	0	0	0	0	0	25	0	0	0	0	0	25	25.00
(5)		0	0	0	0	0	0	0	26	0	0	0	0	26	26.00
Subtotal		36	20	0	26	20	30	25	26	0	0	0	0	183	155.00
Grand Total		36	20	0	26	20	30	25	26	0	0	0	0	183	155.00

Millgrove Site Plan



 School Property Line

Site Acres: 3.55



0 0.0075 0.015 0.03
KM







Planning & Accommodation

August 2013

Planning and Accommodation

Walking Distance Boundary- Millgrove



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

0 1.5 3 6 KM

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

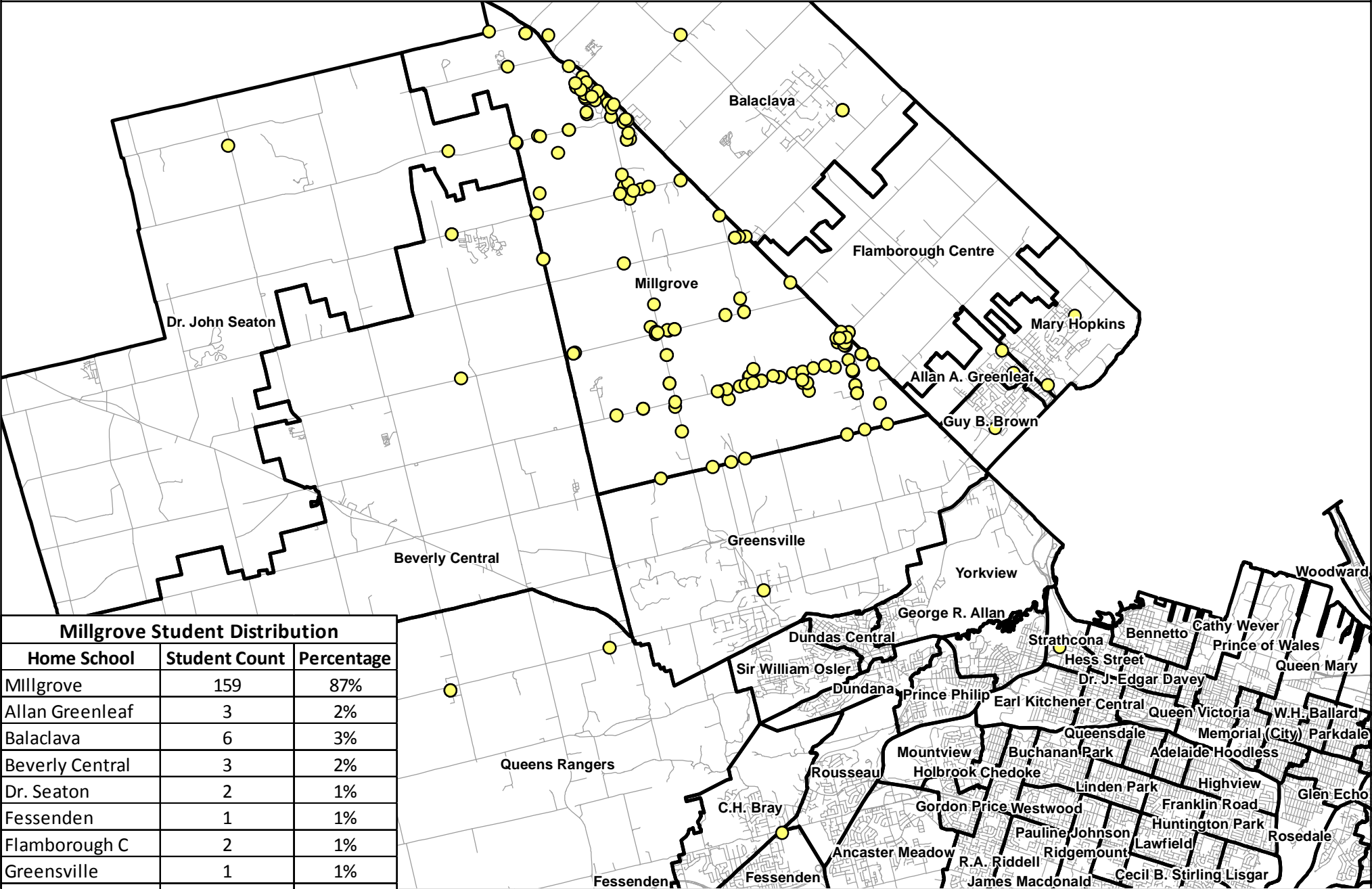


Planning & Accommodation

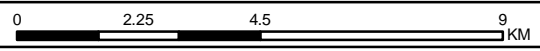
July 2013

Planning and Accommodation

Millgrove 2012/ 2013 Student Distribution



Millgrove Student Distribution		
Home School	Student Count	Percentage
Millgrove	159	87%
Allan Greenleaf	3	2%
BalACLava	6	3%
Beverly Central	3	2%
Dr. Seaton	2	1%
Fessenden	1	1%
Flamborough C	2	1%
Greenville	1	1%
Mary Hopkins	2	1%
Queens Rangers	3	2%
Strathcona	1	1%
Total	183	100%



● Millgrove 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: Millgrove PS (364983)
Board: Hamilton-Wentworth DSB (66141)

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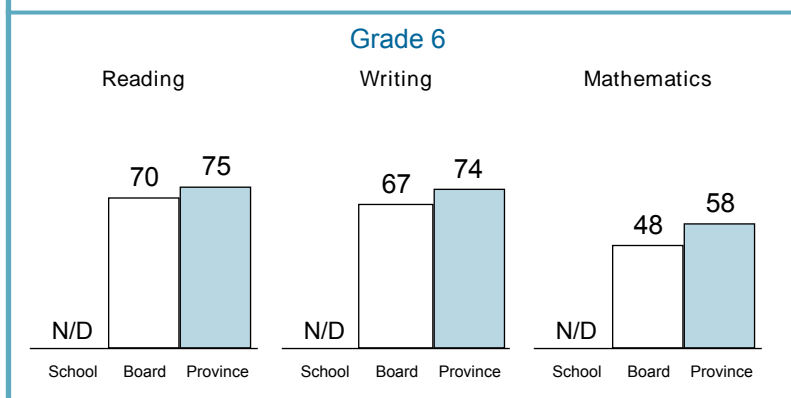
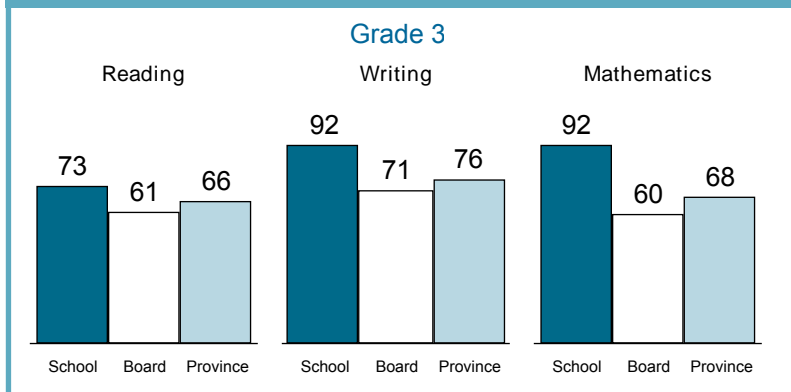
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 Chief Executive Officer
 Education Quality and Accountability Office

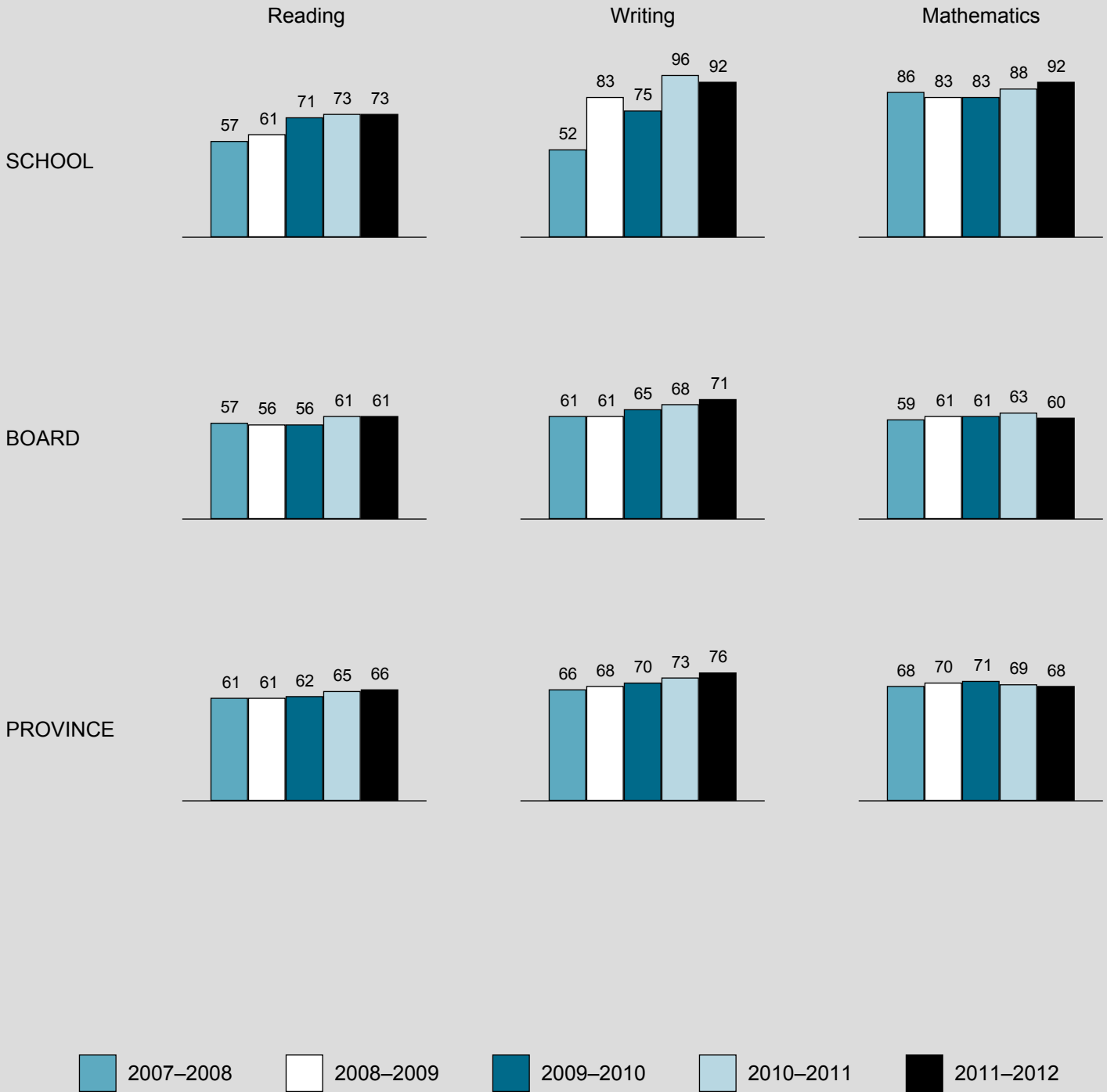
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



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	21	23	24	26	26
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

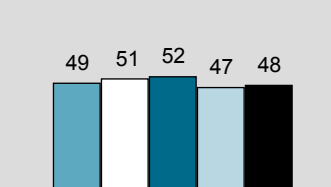
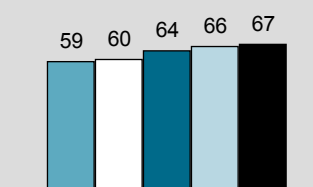
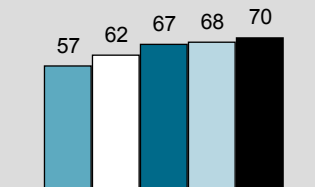
SCHOOL

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

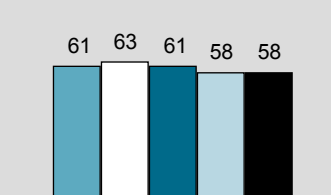
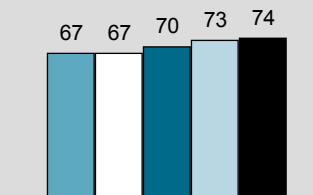
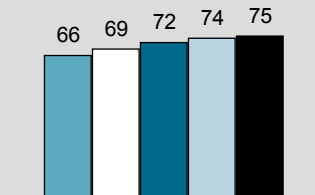
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N/D N/D N/D N/D N/D

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



HWDSB School Report

August 9, 2013

Spencer Valley

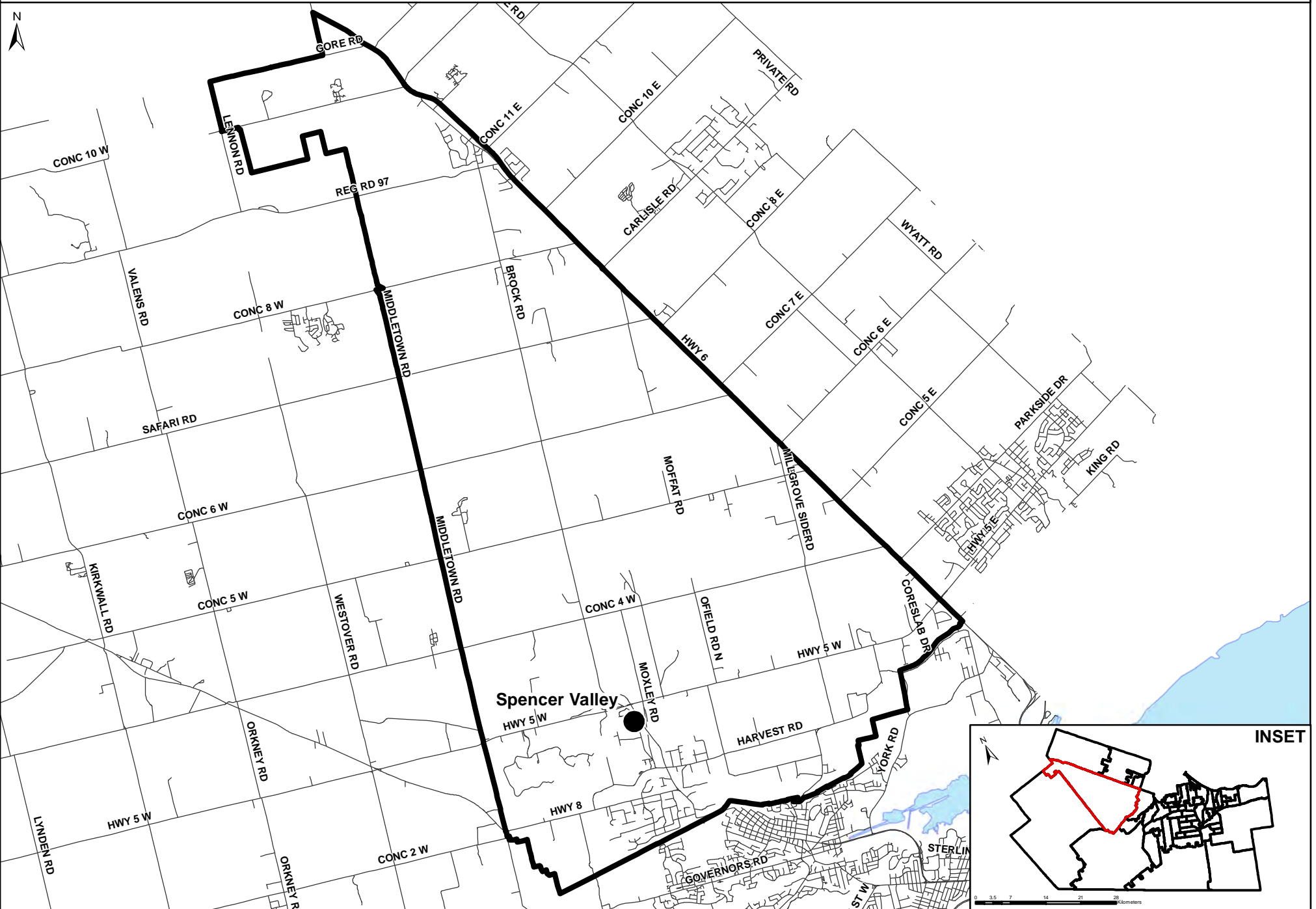
Address:	441 Old Brock Road	Grades:	6 to 8
City:	Greensville	Current FI Grades:	
Postal Code:	L9H 6A7	FDK Implementation Date:	n/a
Portables:	0	Capacity:	248
Portapaks:	0	2012 Enrolment:	177
		Utilization	71%
Number Of Storeys:	1	2017 Enrolment:	171
Original Construction Year:	1968	Utilization:	69%
Building Addition Years:		2022 Enrolment:	158
Site Acres:	8.34	Utilization	64%
Building Gross (Ft2):	35,000	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,252		



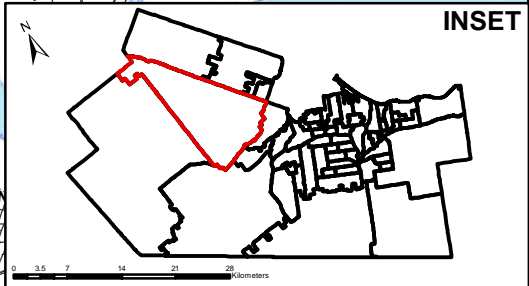
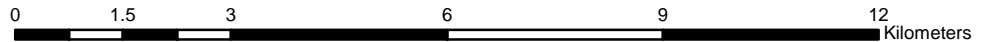


Spencer Valley Boundary 2013/2014

Grades 6 to 8

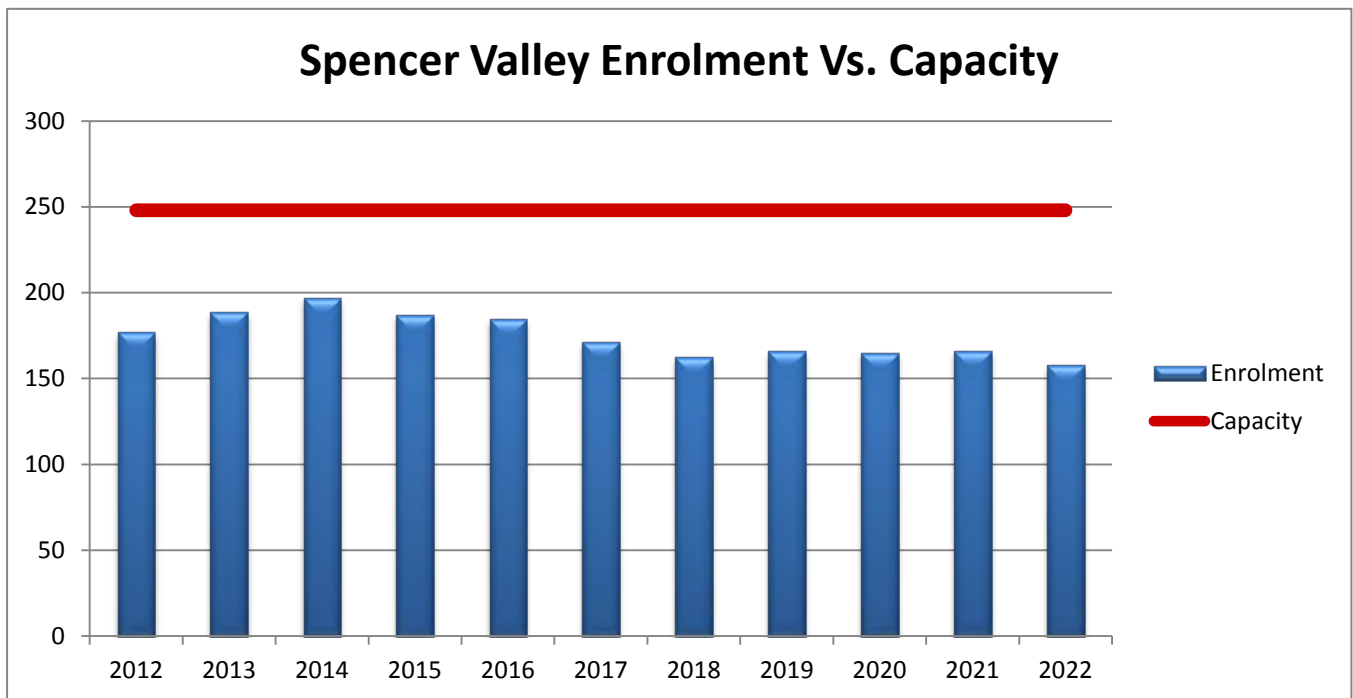


● Middle School



Spencer Valley Enrolment By Grade

Spencer Valley	OTG: 248												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	0	0	0	0	0	0	0	64	55	43	15	177	71%
2013	0	0	0	0	0	0	0	54	64	55	15	189	76%
2014	0	0	0	0	0	0	0	63	54	64	15	197	80%
2015	0	0	0	0	0	0	0	54	63	54	15	187	75%
2016	0	0	0	0	0	0	0	52	55	64	15	185	74%
2017	0	0	0	0	0	0	0	50	52	55	15	171	69%
2018	0	0	0	0	0	0	0	46	50	52	15	162	65%
2019	0	0	0	0	0	0	0	55	46	50	15	166	67%
2020	0	0	0	0	0	0	0	49	55	46	15	165	67%
2021	0	0	0	0	0	0	0	47	49	55	15	166	67%
2022	0	0	0	0	0	0	0	47	47	49	15	158	64%



October 2012

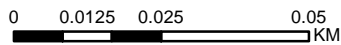
Teacher	Class	JK	SK		1	2	3	4	5	6	7	8	SE	Totals	FTE Totals
English															
(63 & 6 Science)		0	0	0	0	0	0	0	0	23	0	0	0	23	23.00
(61)		0	0	0	0	0	0	0	0	21	0	0	0	21	21.00
(62)		0	0	0	0	0	0	0	0	20	0	0	0	20	20.00
(71 & LRT)		0	0	0	0	0	0	0	0	0	28	0	0	28	28.00
(72)		0	0	0	0	0	0	0	0	0	27	0	0	27	27.00
(82)		0	0	0	0	0	0	0	0	0	0	22	0	22	22.00
(81 & HALF TIME LRT)		0	0	0	0	0	0	0	0	0	0	21	0	21	21.00
Subtotal		0	0	0	0	0	0	0	0	64	55	43	0	162	162.00
Special Education															
(83-SICC)	CC - Intermediate	0	0	0	0	0	0	0	0	0	0	0	8	8	8.00
(SIDD)	DD	0	0	0	0	0	0	0	0	0	0	0	7	7	7.00
Subtotal		0	0	0	0	0	0	0	0	0	0	0	15	15	15.00
Grand Total		0	0	0	0	0	0	0	0	64	55	43	15	177	177.00

Spencer Valley Site Plan



School
Property Line

Site Acres: 8.34

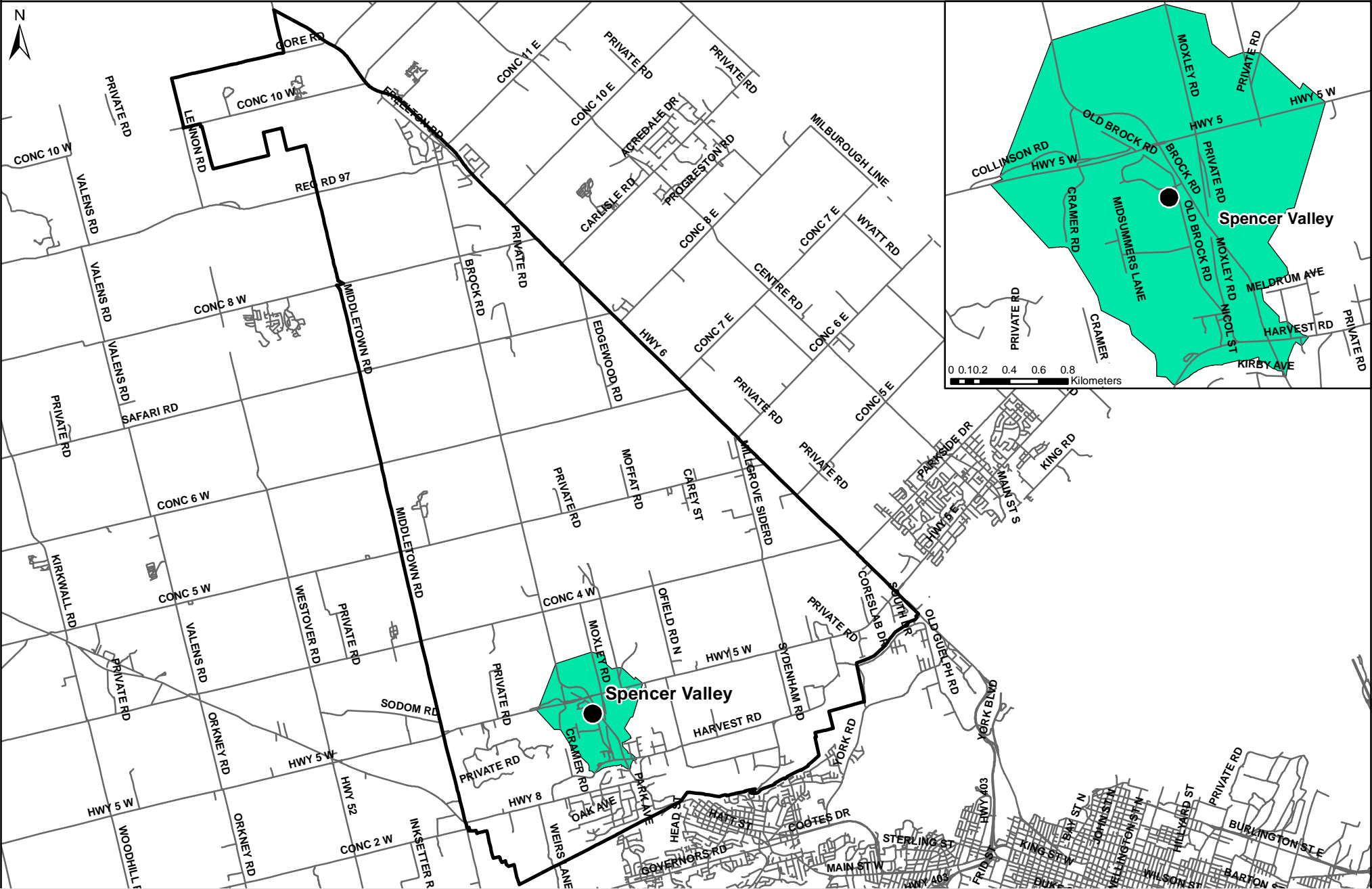


Planning &
Accommodation


August 2013

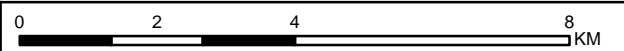
Planning and Accommodation

Walking Distance Boundary- Spencer Valley



- Middle School
- Middle School Boundary

 Gr. 6- 8 Walking Distance- 1.6 Km



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

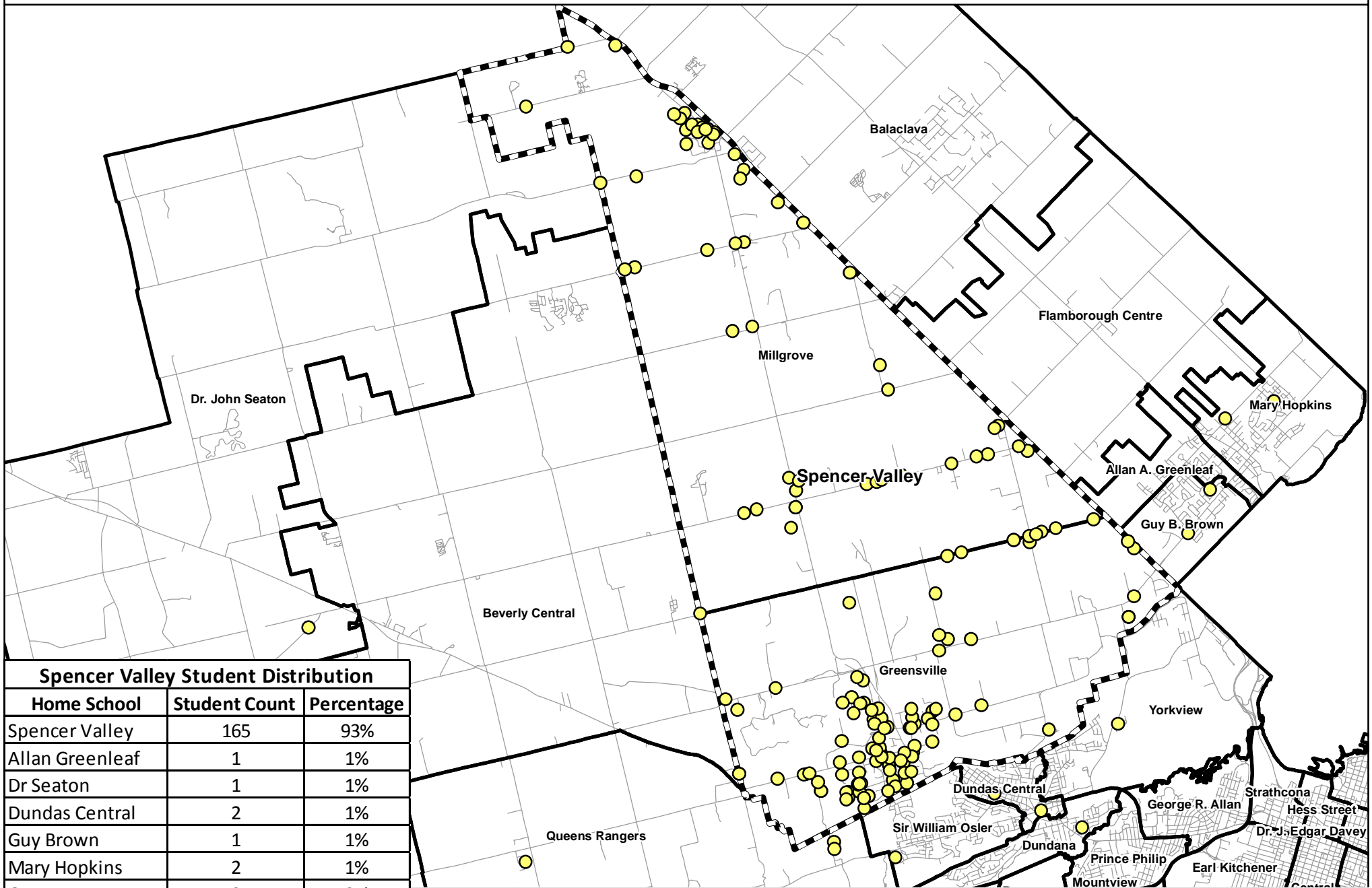


Planning & Accommodation

July 2013

Planning and Accommodation

Spencer Valley 2012/ 2013 Student Distribution



Spencer Valley Student Distribution		
Home School	Student Count	Percentage
Spencer Valley	165	93%
Allan Greenleaf	1	1%
Dr Seaton	1	1%
Dundas Central	2	1%
Guy Brown	1	1%
Mary Hopkins	2	1%
Queens Rangers	3	2%
SW Osler	1	1%
Yorkview	1	1%
Total	177	100%

● Spencer Valley Students

▬ Spencer Valley 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: Spencer Valley (526983)
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.

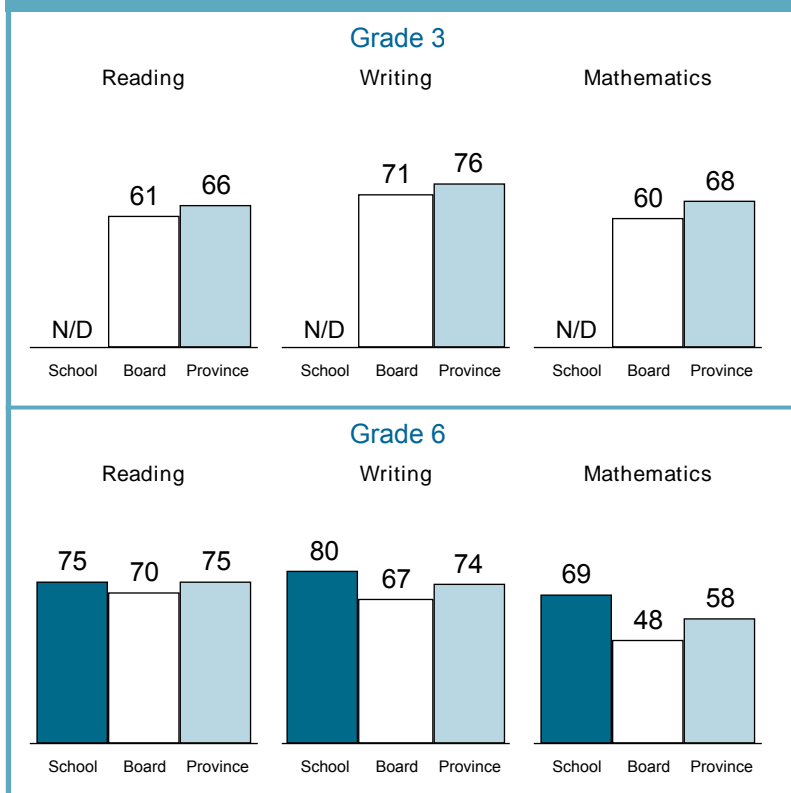
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

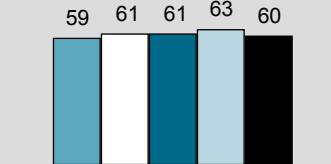
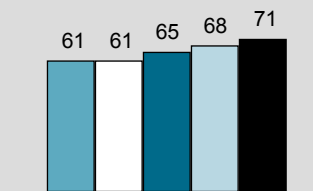
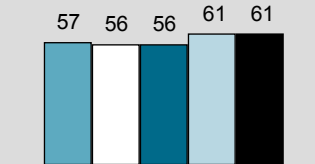
SCHOOL

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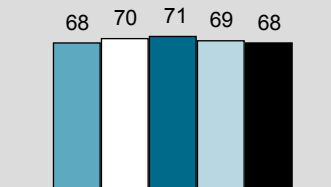
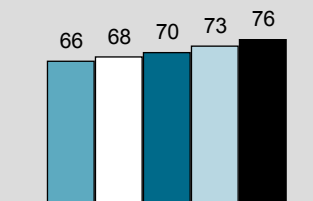
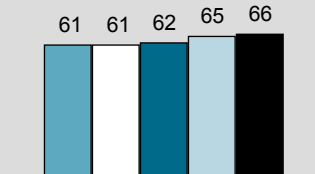
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BOARD



PROVINCE

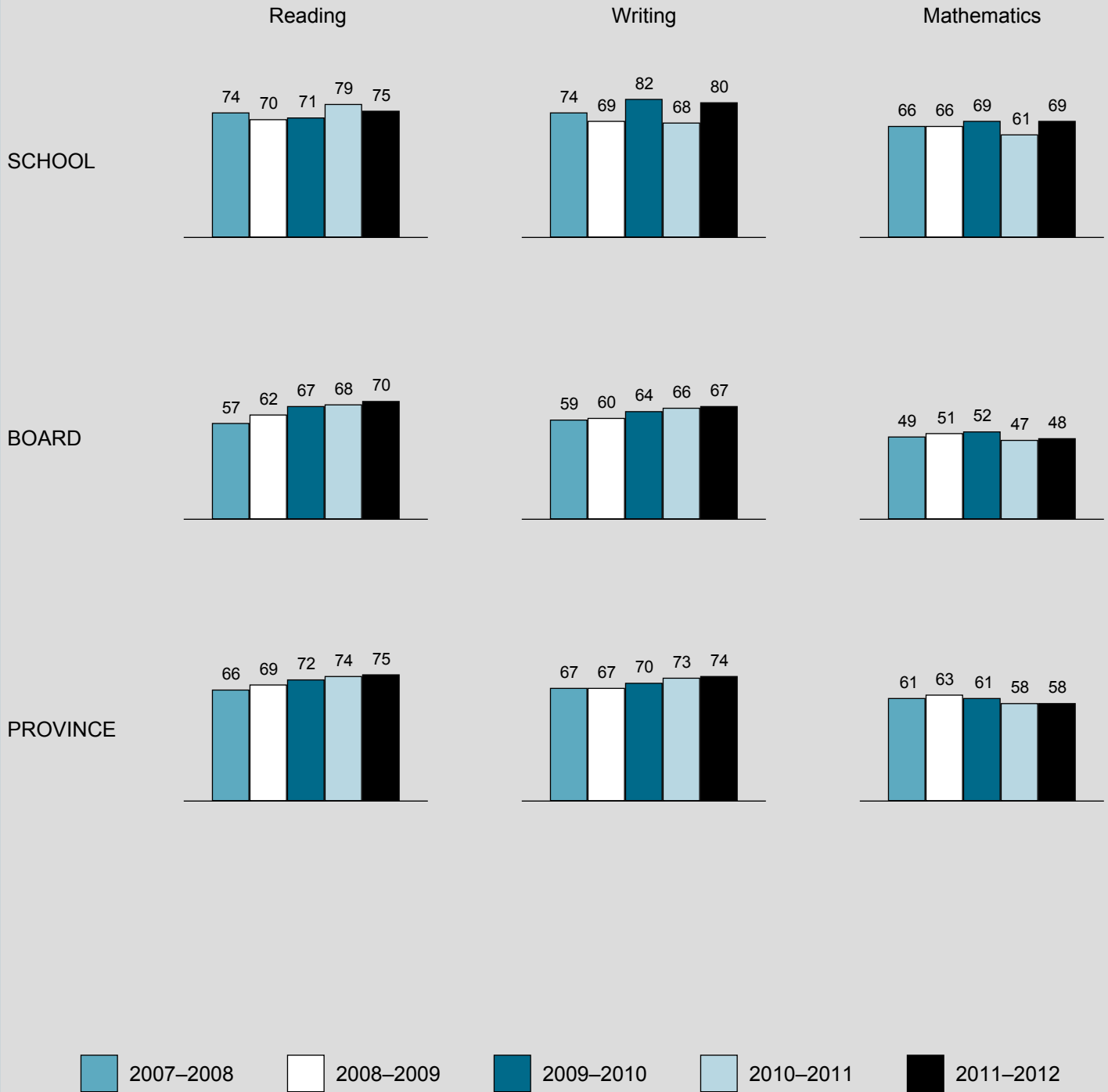


Total Number of Grade 3 Students

	<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	70	71	90	56	61
Board	3 806	3 690	3 745	3 559	3 467
Province	140 420	136 076	134 294	132 308	129 477

West Flamborough Staff Recommendation Summary

- **Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014**
 - Estimated need to modify and existing classroom into a Kindergarten space
- **Consolidate Greensville and Spencer Valley into Spencer Valley in 2014**
 - The south-east portion of Greensville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition

** 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
Beverly Central	230	166	164	0	0	0	0	0	0	0	0	0
		72%	71%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Dr. John Seaton	348	243	225	380	364	356	341	327	323	323	316	324
		70%	65%	109%	105%	102%	98%	94%	93%	93%	91%	93%
Greensville	222	197	194	0	0	0	0	0	0	0	0	0
		89%	88%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	198	192	197	194	199	190	189	188	186
		81%	79%	87%	85%	87%	86%	88%	84%	83%	83%	82%
Spencer Valley	369	177	189	358	348	337	323	310	314	312	313	305
		71%	76%	97%	94%	91%	88%	84%	85%	85%	85%	83%
Total	1,396	966	950	936	904	890	858	835	826	823	815	815
		69%	68%	99%	96%	94%	91%	88%	88%	87%	86%	86%

Capacity 2014 944

- Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014
 - Estimated need to modify and existing classroom into a Kindergarten space
- Consolidate Greensville and Spencer Valley into Spencer Valley in 2014
 - The south-east portion of Greensville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition

West Flamborough Staff Option by Grade

K.2

Beverly Central	OTG: 230												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	13	27	17	25	28	31	20	0	0	0	5	166	72%
2013	19	13	26	17	25	28	31	0	0	0	5	164	71%
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	0	0	0	0	0	0	0	0	0	0	0	0	0%
2018	0	0	0	0	0	0	0	0	0	0	0	0	0%
2019	0	0	0	0	0	0	0	0	0	0	0	0	0%
2020	0	0	0	0	0	0	0	0	0	0	0	0	0%
2021	0	0	0	0	0	0	0	0	0	0	0	0	0%
2022	0	0	0	0	0	0	0	0	0	0	0	0	0%

Dr. John Seaton	OTG: 348												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	9	11	14	12	21	17	22	48	40	49	0	243	70%
2013	12	10	11	14	12	22	15	42	48	39	0	225	65%
2014	31	32	22	38	31	38	48	46	42	47	5	380	109%
2015	31	32	31	23	38	32	37	48	46	41	5	364	105%
2016	31	33	32	33	23	39	31	37	48	46	5	356	102%
2017	31	33	32	33	33	23	37	31	37	47	5	341	98%
2018	31	33	32	33	33	33	22	37	31	36	5	327	94%
2019	32	32	32	33	33	34	32	23	38	31	5	323	93%
2020	32	32	31	33	33	34	32	32	23	37	5	323	93%
2021	32	32	31	32	33	33	32	32	32	22	5	316	91%
2022	32	32	31	32	32	33	32	32	32	31	5	324	93%

Greensville	OTG: 222												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	24	27	25	31	24	38	28	0	0	0	0	197	89%
2013	25	24	28	24	31	24	38	0	0	0	0	194	88%
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	0	0	0	0	0	0	0	0	0	0	0	0	0%
2018	0	0	0	0	0	0	0	0	0	0	0	0	0%
2019	0	0	0	0	0	0	0	0	0	0	0	0	0%
2020	0	0	0	0	0	0	0	0	0	0	0	0	0%
2021	0	0	0	0	0	0	0	0	0	0	0	0	0%
2022	0	0	0	0	0	0	0	0	0	0	0	0	0%

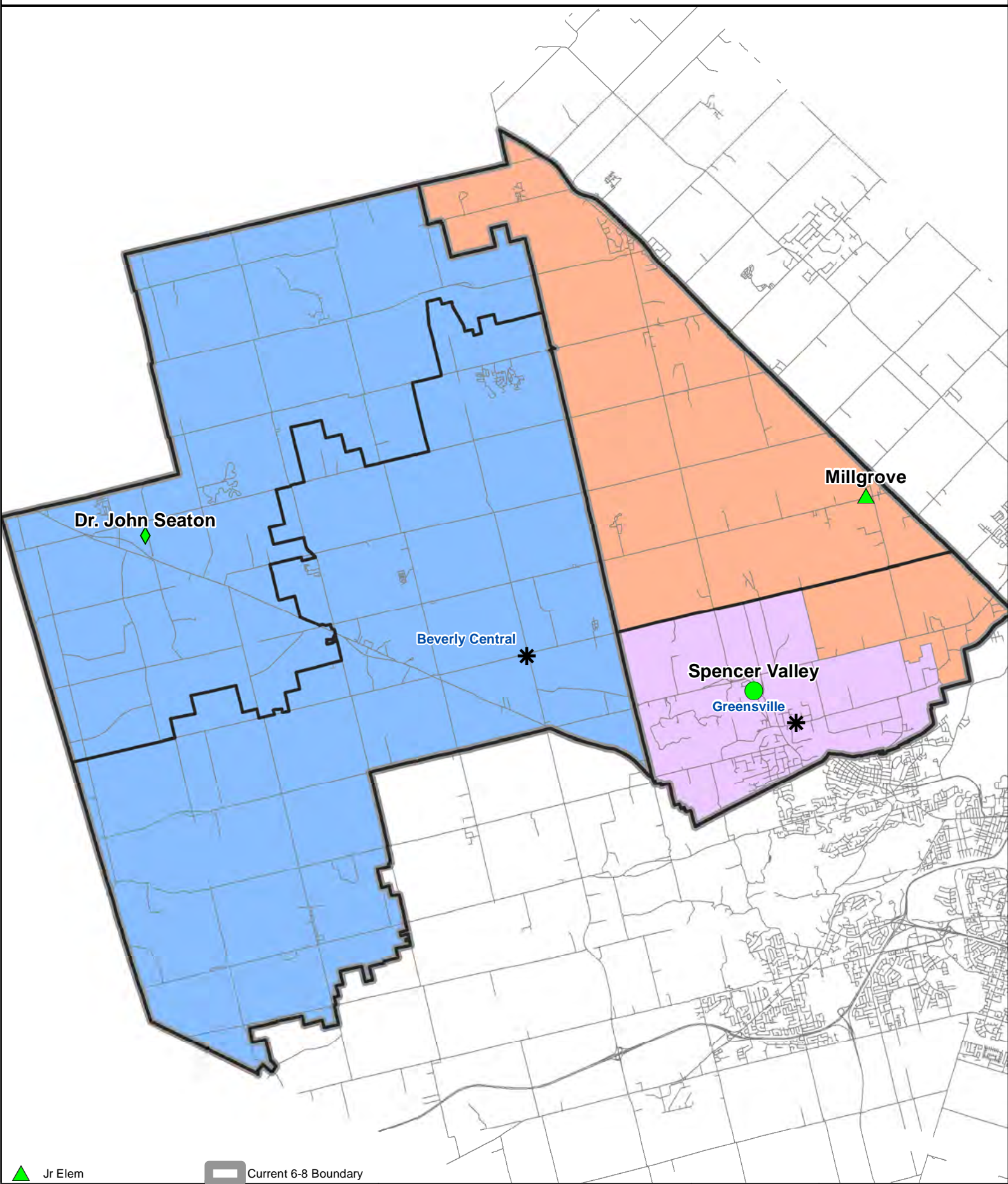
West Flamborough Staff Option by Grade

K.2

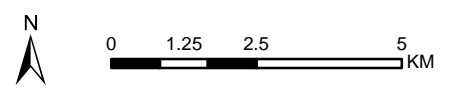
Millgrove	OTG: 227												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	36	20	26	20	30	25	26	0	0	0	0	183	81%
2013	25	33	19	26	20	30	25	0	0	0	0	178	79%
2014	28	28	34	22	30	22	33	0	0	0	0	198	87%
2015	28	28	27	34	22	30	22	0	0	0	0	192	85%
2016	28	28	27	27	34	22	30	0	0	0	0	197	87%
2017	28	28	27	27	27	34	22	0	0	0	0	194	86%
2018	28	28	27	27	27	27	34	0	0	0	0	199	88%
2019	27	28	27	27	27	27	27	0	0	0	0	190	84%
2020	27	27	27	27	27	27	27	0	0	0	0	189	83%
2021	27	27	26	27	27	27	27	0	0	0	0	188	83%
2022	27	27	26	26	27	27	27	0	0	0	0	186	82%

Spencer Valley	OTG: 248		369										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	0	0	0	0	0	0	0	64	55	43	15	177	71%
2013	0	0	0	0	0	0	0	54	64	55	15	189	76%
2014	22	22	22	23	20	29	21	63	54	64	15	358	97%
2015	22	22	23	21	23	20	29	54	63	54	15	348	94%
2016	23	23	21	22	21	24	20	52	55	64	15	337	91%
2017	23	23	21	20	22	21	24	50	52	55	15	323	88%
2018	23	23	21	20	20	22	21	46	50	52	15	310	84%
2019	23	23	21	20	20	20	22	55	46	50	15	314	85%
2020	23	23	21	20	20	20	20	49	55	46	15	312	84%
2021	23	23	21	20	20	20	20	47	49	55	15	313	85%
2022	23	23	21	20	20	20	20	47	47	49	15	305	83%

Totals	OTG: 1,275		944										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	82	85	82	88	103	111	96	112	95	92	20	966	76%
2013	82	80	83	81	88	104	110	96	112	94	20	950	75%
2014	82	83	78	83	81	89	102	110	96	111	20	936	99%
2015	82	83	81	78	83	82	88	102	110	96	20	904	96%
2016	82	83	79	81	78	84	81	89	103	109	20	890	94%
2017	82	83	79	80	81	78	83	81	89	102	20	858	91%
2018	82	84	80	80	80	82	78	83	81	88	20	836	89%
2019	81	83	80	80	80	80	81	78	83	81	20	827	88%
2020	81	82	79	80	80	81	79	81	78	83	20	823	87%
2021	81	82	78	79	80	80	79	79	81	77	20	816	86%
2022	81	82	78	78	79	80	79	79	79	80	20	815	86%



	Jr Elem		Current 6-8 Boundary
	Elementary	Proposed Boundary	
	Closed		Millgrove
	Middle School		Spencer Valley
	Current Elementary Boundary		Dr. John Seaton



October 4, 2014

Planning and Accommodation

**West Flamborough - Accommodation Review Committee
Working Group Meeting # 1
Wednesday, October 02, 2013
6:00-7:30 p.m.**

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Minutes

ATTENDANCE

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baille, Pamela Beach, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Shelley McGuire, Stephanie Munro, Heather Ryan, Melissa Slote, Sue VanEgdom, David Wardell

Non- Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Callie Matthews, Janine Vandenheuval,

Non- Voting Members - Nil

Resource Staff

Bob Fex, Ellen Warling, Jackie Penman

Recording Secretary

Kathy Forde

Public - 5 public attendees were present

1. Welcome and Introductions

Mag Gardner welcomed everyone to the meeting. A roundtable of introductions followed.

2. Part 1: What is an Accommodation Review

Mag Gardner provided an overview. The Accommodation Review allows your voice to be heard and grounds the work on an important decision to be made. The public is welcome to attend all Working Group meetings and will have the opportunity to participate in upcoming Public Consultations. Communication will be essential. Meeting norms, process and membership structure were reviewed.

Through the Terms of Reference, it is recognized that all work ahead will be aimed at providing value to the student.

Bob Fex presented information on the process, as outlined by Ministry guidelines, to raise awareness on the timelines that will unfold. In June 2013, a preliminary school accommodation review report was approved by the Board. From June to September 2013 background material was prepared and committees were formed. Now, from October 2013 to January 2014, the community review phase will take place to develop options and recommendations. The goal is to have the final report reviewed by the Board and presented to the Standing Committee in February 2014. By May 2014, a final decision by Trustees is expected.

Voting procedures were reviewed. The process for general decisions will be by consensus, by a show of hands, by voting members only. Sensitive decisions will be determined by ballot. Quorum is 50 percent plus one of voting members. Votes are passed when quorum is met. If quorum is not met, the group will decide whether to vote or wait for the next meeting depending on the urgency of the decision required. If a voting member is unable to attend a meeting, an alternative representative is not required. However, anyone is welcome to sit in the public gallery as an observer.

The draft schedule of meeting dates was presented for review and approval. Commitment will be essential. Meeting times will normally run 6:00-9:00 p.m. By a show of hands, voting members concurred with all meeting dates as scheduled. Voting members also agreed that meeting locations will rotate and tours for each school will be arranged for 5:45 p.m. prior to the meeting.

**DECISION: Meeting dates approved/meeting locations will rotate/school tours will be provided
Working Group Meeting #2 (October 16/13) will be held at Millgrove Elementary School
ACTION: Meeting locations for all other dates to be determined**

Bob Fex went through the binder content. The Terms of Reference was highlighted to ensure common understanding on mandate, membership, operations, reference criteria, meetings, final report specifications, capital planning objectives and alternative accommodation options. Key reference criteria were outlined and include facility utilization, accommodation, programs, quality teaching and learning environments, transportation, partnership opportunities and equity. School Information Profiles were also reviewed. Data used was gathered through various sources and consolidated to address 67 items. Relevant information is essential and will provide the foundation for analysis of accommodation options. Feedback will be encouraged as options are explored.

3. Part 2: Why HWDSB are Conducting Accommodation Reviews

Mag Gardner and Bob Fex spoke on why the reviews are being conducted. Declining enrolment is a common issue across HWDSB, which leads to many underutilized schools. Many school buildings are aging and provincial dollars are limited in the current economy, creating operational challenges. A decline of approximately 5,000 students since 2002 equates to an excess of 20-25 schools (at a school size of 250-

300), which is costly to maintain. The Long Term Facilities Master Plan (LTFMP) provides guiding principles system-wide to allow for quality teaching and learning environments.

4. Pupil Accommodation Review Terms of Reference

Addressed in Item 2.

5. Part 3 - Why an Accommodation Review for West Flamborough

Ellen Warling provided an overview noting that the LTFMP indicates JK-8 schools need review across the Board. As such, ARCs have been spaced geographically across HWDSB attempting not to have accommodation reviews concentrated in one area of the Board. In West Flamborough, smaller schools, underutilized schools, grade organization and geography are important factors to consider. Current and projected enrolment was reviewed.

6. Current Situation and Staff Option

The staff option is intended as a starting point as part of the review process. At the end of the process, the Trustees will have a Staff option and an ARC option for consideration. The option suggests that Beverly Central be consolidated into Dr. Seaton in 2014, and that Greenville be consolidated into Spencer Valley in 2014 with some students shifting to Millgrove. While closure of a couple of buildings is recommended, this direction builds stabilization for all students in the future. A combination of classroom modifications and new construction would be required. Community input will be essential in developing options and solutions for the final recommendation. Details provided in the handout.

7. Questions and Answers

Due to limited time, questions were collected for follow-up responses:

Q1. Where are the projected development (survey) areas?

Q2. How are enrolment projections arrived at and how valid are they?

ACTION: Prepare responses for next Working Group Meeting

8. Next Steps

- Become familiar with the binders.
- Review the SIPs as approval will be required at the 3rd Working Group Meeting.

9. Adjournment

The meeting adjourned at 7:30 p.m.

Handouts

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

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

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Agenda

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

Next Meeting - TBD

All Accommodation Review Committee Meetings are open to the public



West Flamborough

Accommodation Review Committee Working Group Meeting # 1

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Spencer Valley - October 2nd, 2013



Welcome and Introductions

Mandate of the Accommodation Review Committee

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

Meeting Norms (Section C.1)

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



Agenda

Part One: What is an Accommodation Review?

Part Two: Why is HWDSB conducting an Accommodation Review?

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



Part One: What is an Accommodation Review?

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

“Value to the Student”

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



Where we are in the Process



Committee Membership (Section B5, Terms of Reference 2.0)

Voting Members	Non-Voting Members
Two (2) parent representative who are members of School Council and/or Home and School Association from each school	The Trustee(s) of each school(s) under review
One (1) parent representative who is not a member of School Council or Home and School Association from each school	Chair – Superintendent of Student Achievement for school(s) under review
<ul style="list-style-type: none"> One (1) teaching representative from each school under review; One (1) non-teaching staff from each school under review 	The Principal from each school under review

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

Accommodation Review Committee Voting Discussion (Section B5, Terms of Reference 2.4)

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

Public and Working Group Meetings

- The meeting requirements are defined in the Terms of Reference (Section B.5, ToR 5.0 & 6.0)
 - Four (4) Public Meeting
 - Working Group Meetings
- Meeting dates and times are approved by the ARC



Format of Public Meetings

Optimizing consultation by:

- ✓ Group Work
- ✓ Diversifying the groups
- ✓ Using facilitators
- ✓ Ensuring accurate notes taken at each group and included in the minutes

Keeping the Committee & Community Informed

- All information will be posted on the HWDSB website:

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

Where we are in the Process





Timelines



4-8 Working Group
Meetings and 3
Public meetings

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

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									
	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								
September																																						
October																																						
November																																						
December																																						
January																																						
February																																						
March																																						
April																																						
May																																						
June																																						

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

Elementary Accommodation Review Committee

Schedule and Timelines

West Flamborough Accommodation Review



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

*Denotes optional meeting if required as decided by the Accommodation Review Committee



Our First Decision: Meeting Dates and Timelines

We need to approve these dates
and times tonight



Reviewing Contents of the Binder...

Please familiarize yourselves with the binder for the next meeting.



A. School Board Reports

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

B. Accommodation Review Committee Documents

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

Terms of Reference (Section B.5)

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

Reference Criteria (Section B.5, page 4)

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

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

The Accommodation Review Committee may add additional reference criteria.



C. Committee Membership

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

D. Timeline and Schedule

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



Questions of Clarification

What are your questions as they relate to
Section A,B,C &D of your binder?



School Information

Section E & F of your binder?



School Information Profile (SIP)

Section E - Binder



E. School Information Profiles

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

School Information Profiles (SIPs) (Section E)

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

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

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

School Information Profiles (Continued)

- SIP incorporate data about the schools for the following considerations :
 - a) Value to the student
 - b) Value to the school board
 - c) Value to the community
 - d) Value to the local economy
- SIP consists of 14 sections and addresses 67 items
 - *Please review prior to second working group meeting*



School Information – continued..

Section F of your binder?



F. Through J. School Overviews

1. Beverly Central
2. Dr. Seaton
3. Greensville
4. Millgrove
5. Spencer Valley

Each section contains:

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



K. Staff Accommodation Review Recommendation

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

L. Through S. Accommodation Review Committee Meeting

T. Public Meetings

U. Media and Correspondence

V. Miscellaneous

W. Final Report to the Board



Part Two:

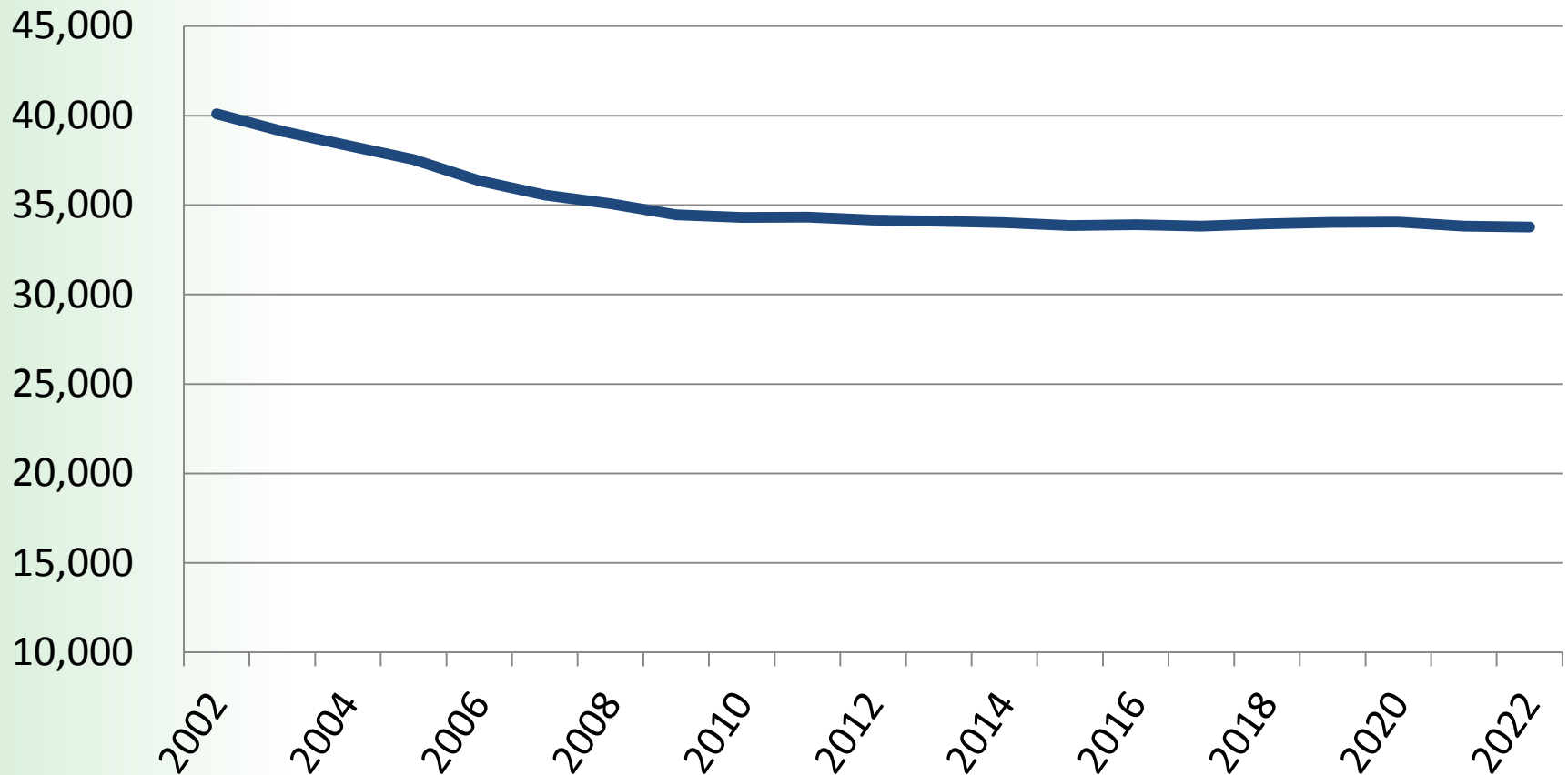
**Why is HWDSB conducting an
Accommodation Reviews?**

WHY is HWDSB Undertaking Elementary Accommodation Reviews?

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

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

Historic and Projected HWDSB Elementary Enrolment





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

Long Term Facilities Master Plan (LTFMP) Guiding Principles

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

LTFMP Guiding Principles (con't.)

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

LTFMP Guiding Principles (con't.)

9. Specific principles related to the elementary panel:

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



Questions of Clarification

15 Minute Break





**Part Three: Why is an Accommodation
Review needed
In West Flamborough?

(Section K of your binder)**

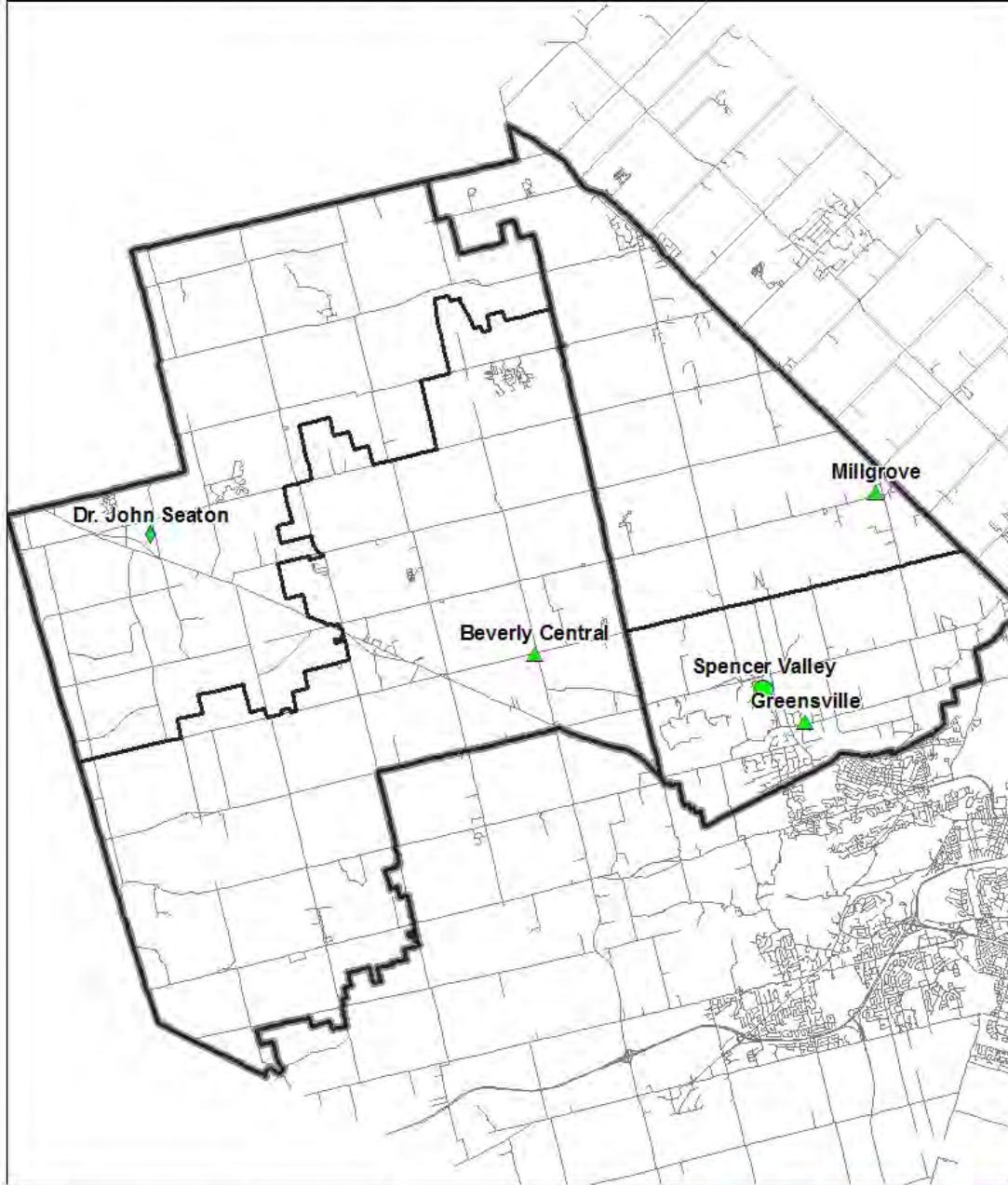




Why West Flamborough?

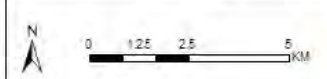
- LTFMP Guiding Principles
 - Current and projected underutilization
 - Smaller schools consolidation possibilities
 - School/grade organization of JK-8
 - Examined middle school/senior school model
- Geography – 4 Accommodation Reviews



Current Situation and the Staff Accommodation Option



 Current Elementary Boundary
 Current 6-8 Boundary

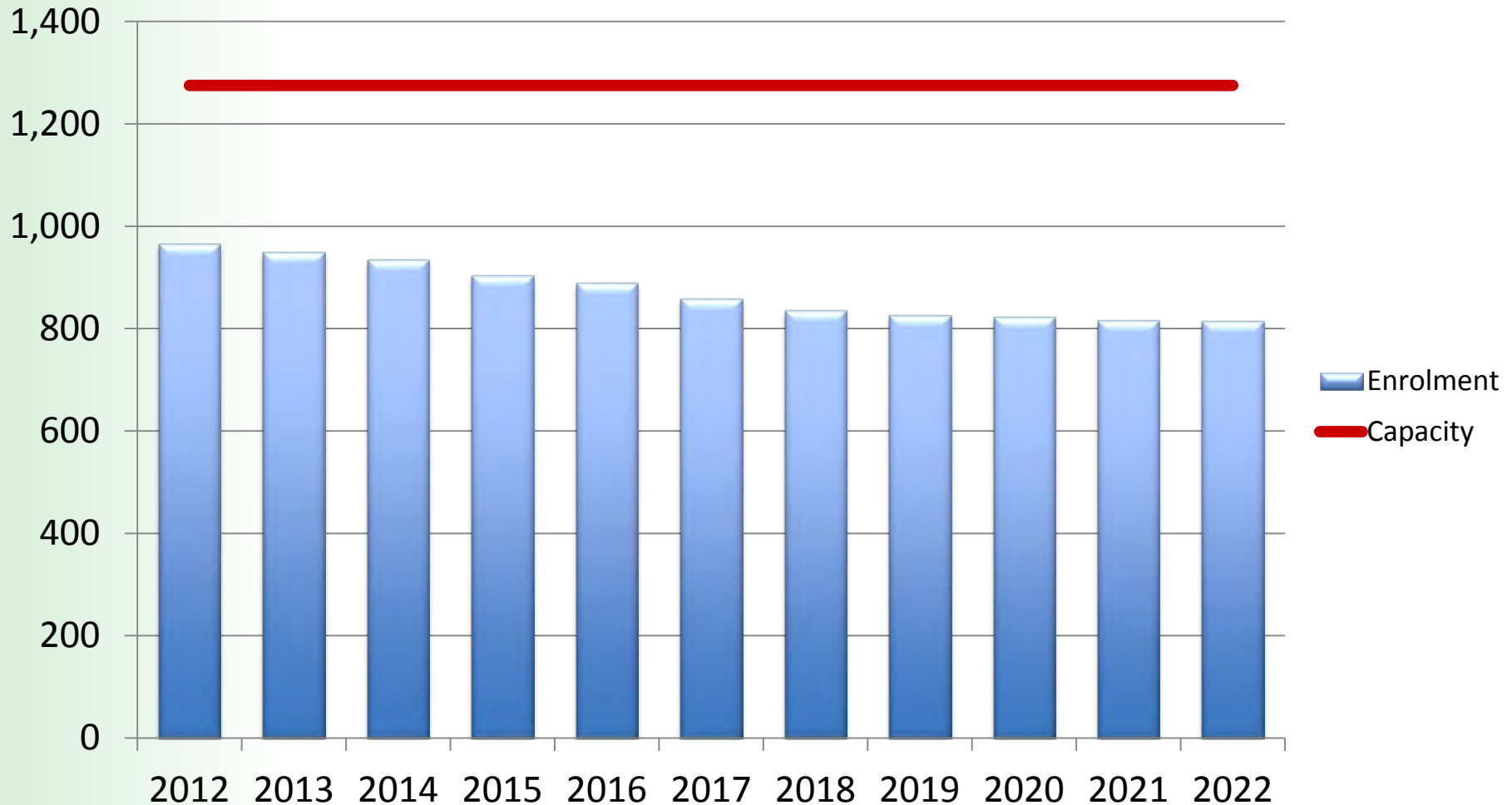


Current Enrolment

School	Year of Construction	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)	Current FCI	10 year FCI
Beverly Central (JK-5)	1959	230	166 (72%)	138 (60%)	135 (59%)	49%	54%
Dr Seaton (JK-8)	1968	348	243 (70%)	204 (59%)	189 (54%)	34%	40%
Greensville (JK-5)	1885	222	197 (89%)	172 (77%)	166 (75%)	132%	162%
Millgrove (JK-5)	1914	227	183 (81%)	174 (76%)	167 (73%)	25%	32%
Spencer Valley (6-8)	1968	248	177 (71%)	171 (69%)	158 (64%)	42%	57%
TOTAL		1,275	966 (76%)	858 (67%)	815 (64%)		



West Flamborough Current Enrolment

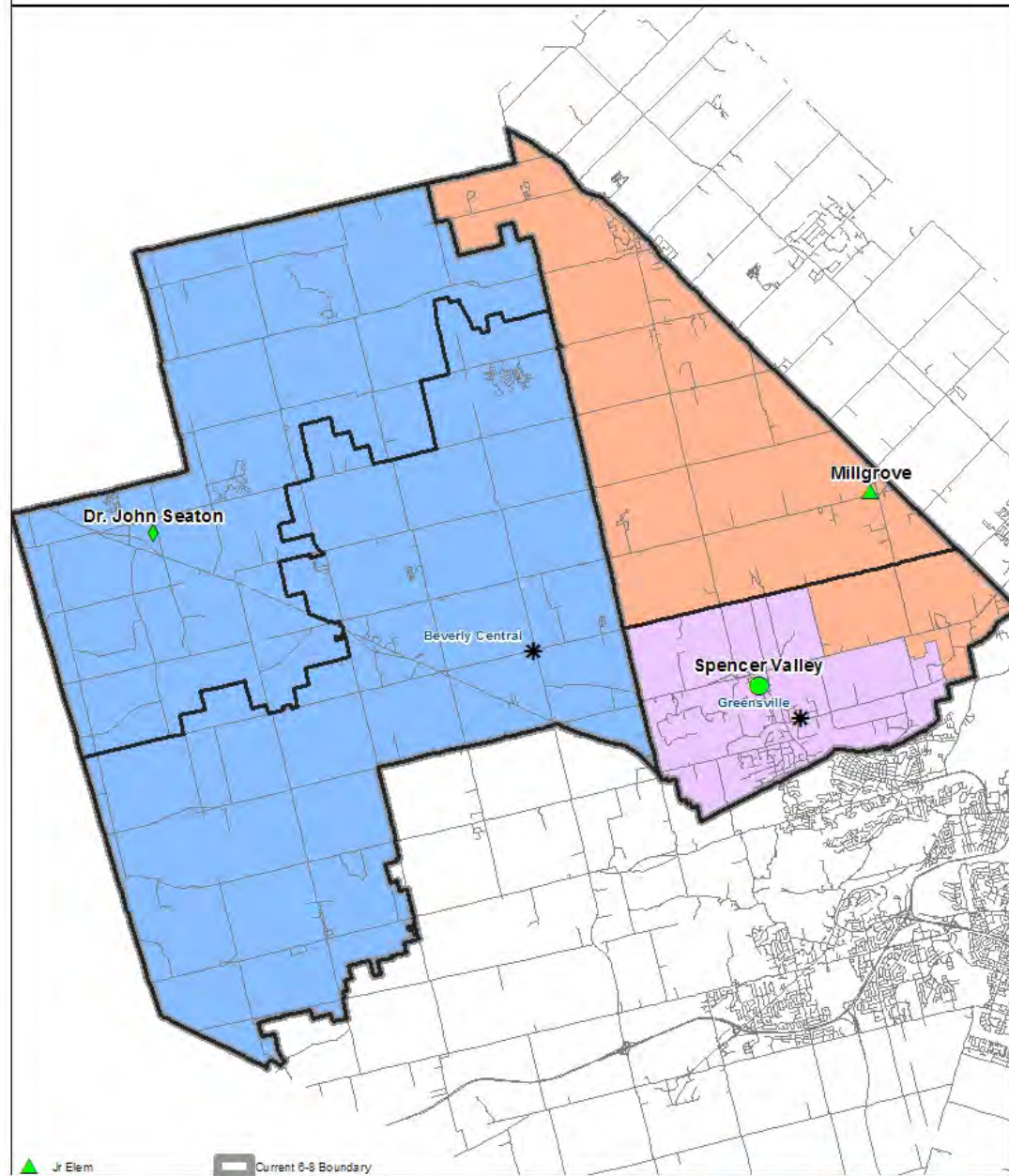













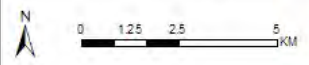
Staff Accommodation Option

What is the significance of this staff option?

- Is meant as a starting point and initiates the process for the committee to create option and/or inform the final staff option
- The final Staff option and the ARC will be presented to Trustees for their consideration



 Jr. Elem	 Current 6-8 Boundary
 Elementary	 Millgrove
 Closed	 Spencer Valley
 Middle School	 Dr. John Seaton
 Current Elementary Boundary	



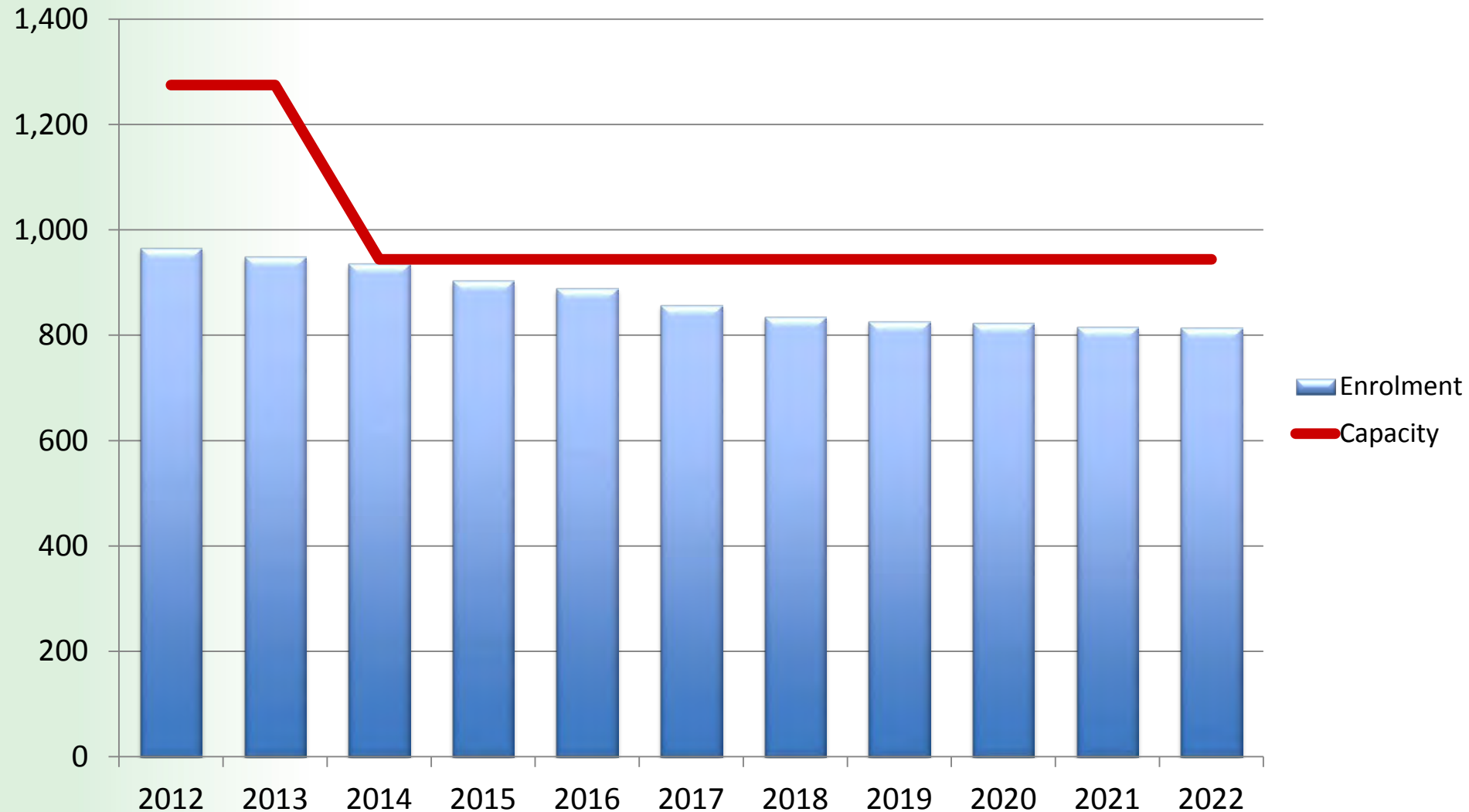


Staff Option Enrolment

School	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Beverly Central (JK-5)	-	166 (72%)	-	-
Dr Seaton (JK-8)	348	243 (70%)	341 (98%)	324 (93%)
Greensville (JK-5)	-	197 (89%)	-	-
Millgrove (JK-5)	227	183 (81%)	194 (86%)	186 (82%)
Spencer Valley (JK-8)	369 (2014)	177 (71%)	323 (87%)	305 (83%)
TOTAL	944	966 (76%)	858 (91%)	815 (86%)



West Flamborough Staff Option Enrolment



West Flamborough Staff Option

- **Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014**
 - Estimated need to modify an existing classroom into a Kindergarten space
- **Consolidate Greensville and Spencer Valley into Spencer Valley in 2014**
 - The south-east portion of Greensville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition



Questions of Clarification

**What are your questions as they relate
To Section K of your binder?**



Next Steps:

- Review of binder content
- Review of School Information Profiles they need to be approved next working group meeting
- Public Meeting #1 (Next) – October 2nd, 2013
 - ARC members' role in public meeting is to listen to the feedback of the public to help formulate solutions for the planning area.



Next Meeting:
Working Group Meeting #2:
October ?th at ?

West Flamborough Staff Recommendation Summary

- **Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014**
 - Estimated need to modify and existing classroom into a Kindergarten space
- **Consolidate Greensville and Spencer Valley into Spencer Valley in 2014**
 - The south-east portion of Greensville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition

** 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
Beverly Central	230	166	164	0	0	0	0	0	0	0	0	0
		72%	71%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Dr. John Seaton	348	243	225	380	364	356	341	327	323	323	316	324
		70%	65%	109%	105%	102%	98%	94%	93%	93%	91%	93%
Greenville	222	197	194	0	0	0	0	0	0	0	0	0
		89%	88%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	198	192	197	194	199	190	189	188	186
		81%	79%	87%	85%	87%	86%	88%	84%	83%	83%	82%
Spencer Valley	369	177	189	358	348	337	323	310	314	312	313	305
		71%	76%	97%	94%	91%	88%	84%	85%	85%	85%	83%
Total	1,396	966	950	936	904	890	858	835	826	823	815	815
		69%	68%	99%	96%	94%	91%	88%	88%	87%	86%	86%

Capacity 2014

944

- Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014
 - Estimated need to modify and existing classroom into a Kindergarten space
- Consolidate Greenville and Spencer Valley into Spencer Valley in 2014
 - The south-east portion of Greenville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition

West Flamborough Staff Option by Grade

L.4 K.2

Beverly Central	OTG: 230												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	13	27	17	25	28	31	20	0	0	0	5	166	72%
2013	19	13	26	17	25	28	31	0	0	0	5	164	71%
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	0	0	0	0	0	0	0	0	0	0	0	0	0%
2018	0	0	0	0	0	0	0	0	0	0	0	0	0%
2019	0	0	0	0	0	0	0	0	0	0	0	0	0%
2020	0	0	0	0	0	0	0	0	0	0	0	0	0%
2021	0	0	0	0	0	0	0	0	0	0	0	0	0%
2022	0	0	0	0	0	0	0	0	0	0	0	0	0%

Dr. John Seaton	OTG: 348												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	9	11	14	12	21	17	22	48	40	49	0	243	70%
2013	12	10	11	14	12	22	15	42	48	39	0	225	65%
2014	31	32	22	38	31	38	48	46	42	47	5	380	109%
2015	31	32	31	23	38	32	37	48	46	41	5	364	105%
2016	31	33	32	33	23	39	31	37	48	46	5	356	102%
2017	31	33	32	33	33	23	37	31	37	47	5	341	98%
2018	31	33	32	33	33	33	22	37	31	36	5	327	94%
2019	32	32	32	33	33	34	32	23	38	31	5	323	93%
2020	32	32	31	33	33	34	32	32	23	37	5	323	93%
2021	32	32	31	32	33	33	32	32	32	22	5	316	91%
2022	32	32	31	32	32	33	32	32	32	31	5	324	93%

Greensville	OTG: 222												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	24	27	25	31	24	38	28	0	0	0	0	197	89%
2013	25	24	28	24	31	24	38	0	0	0	0	194	88%
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	0	0	0	0	0	0	0	0	0	0	0	0	0%
2018	0	0	0	0	0	0	0	0	0	0	0	0	0%
2019	0	0	0	0	0	0	0	0	0	0	0	0	0%
2020	0	0	0	0	0	0	0	0	0	0	0	0	0%
2021	0	0	0	0	0	0	0	0	0	0	0	0	0%
2022	0	0	0	0	0	0	0	0	0	0	0	0	0%

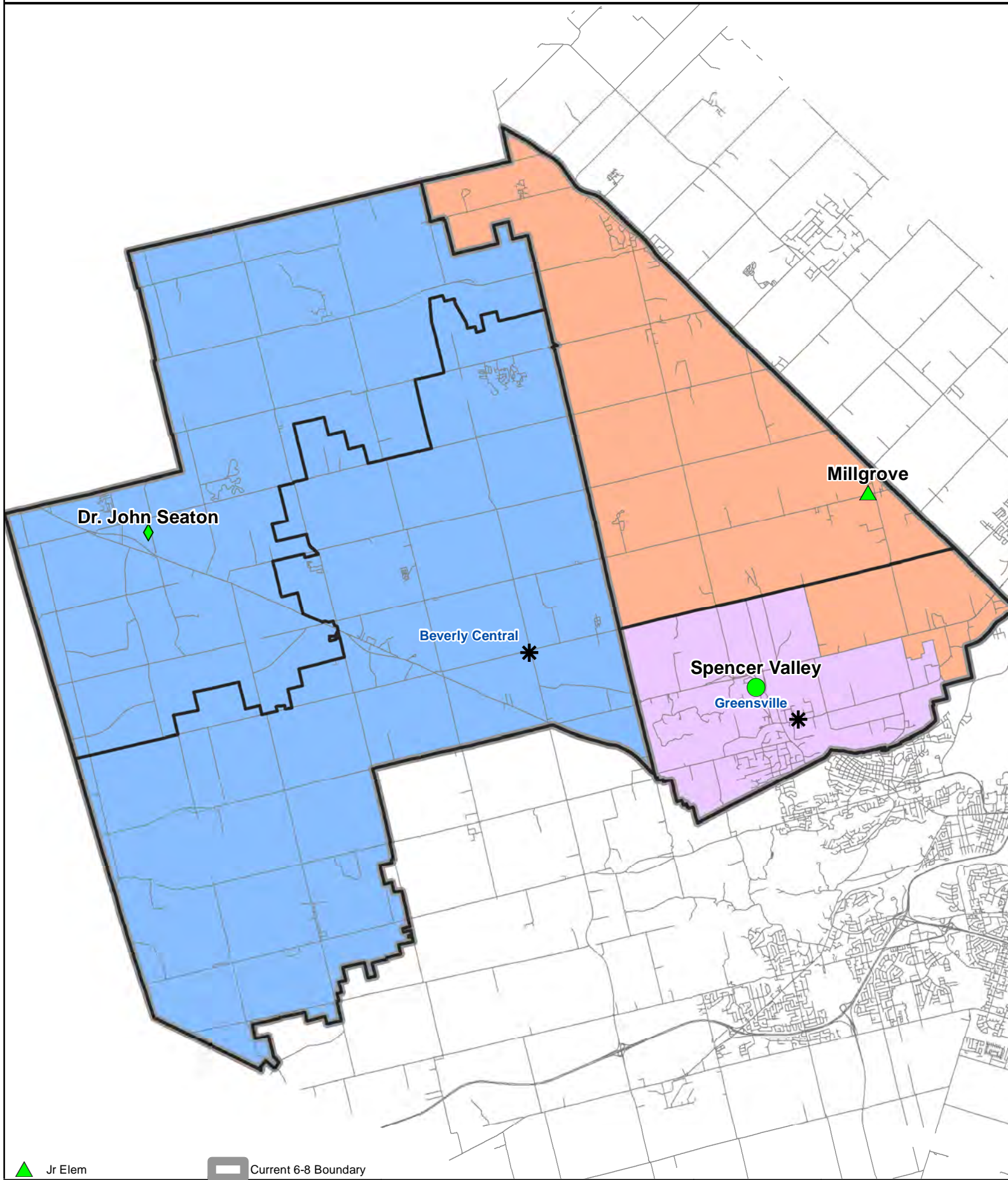
West Flamborough Staff Option by Grade










L.4 K.2

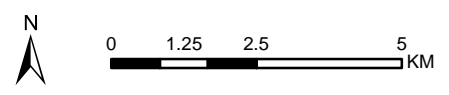
Millgrove	OTG: 227												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	36	20	26	20	30	25	26	0	0	0	0	183	81%
2013	25	33	19	26	20	30	25	0	0	0	0	178	79%
2014	28	28	34	22	30	22	33	0	0	0	0	198	87%
2015	28	28	27	34	22	30	22	0	0	0	0	192	85%
2016	28	28	27	27	34	22	30	0	0	0	0	197	87%
2017	28	28	27	27	27	34	22	0	0	0	0	194	86%
2018	28	28	27	27	27	27	34	0	0	0	0	199	88%
2019	27	28	27	27	27	27	27	0	0	0	0	190	84%
2020	27	27	27	27	27	27	27	0	0	0	0	189	83%
2021	27	27	26	27	27	27	27	0	0	0	0	188	83%
2022	27	27	26	26	27	27	27	0	0	0	0	186	82%

Spencer Valley	OTG: 248		369										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	0	0	0	0	0	0	0	64	55	43	15	177	71%
2013	0	0	0	0	0	0	0	54	64	55	15	189	76%
2014	22	22	22	23	20	29	21	63	54	64	15	358	97%
2015	22	22	23	21	23	20	29	54	63	54	15	348	94%
2016	23	23	21	22	21	24	20	52	55	64	15	337	91%
2017	23	23	21	20	22	21	24	50	52	55	15	323	88%
2018	23	23	21	20	20	22	21	46	50	52	15	310	84%
2019	23	23	21	20	20	20	22	55	46	50	15	314	85%
2020	23	23	21	20	20	20	20	49	55	46	15	312	84%
2021	23	23	21	20	20	20	20	47	49	55	15	313	85%
2022	23	23	21	20	20	20	20	47	47	49	15	305	83%

Totals	OTG: 1,275		944										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	82	85	82	88	103	111	96	112	95	92	20	966	76%
2013	82	80	83	81	88	104	110	96	112	94	20	950	75%
2014	82	83	78	83	81	89	102	110	96	111	20	936	99%
2015	82	83	81	78	83	82	88	102	110	96	20	904	96%
2016	82	83	79	81	78	84	81	89	103	109	20	890	94%
2017	82	83	79	80	81	78	83	81	89	102	20	858	91%
2018	82	84	80	80	80	82	78	83	81	88	20	836	89%
2019	81	83	80	80	80	80	81	78	83	81	20	827	88%
2020	81	82	79	80	80	81	79	81	78	83	20	823	87%
2021	81	82	78	79	80	80	79	79	81	77	20	816	86%
2022	81	82	78	78	79	80	79	79	79	80	20	815	86%












	Jr Elem		Current 6-8 Boundary
	Elementary	Proposed Boundary	
	Closed		Millgrove
	Middle School		Spencer Valley
	Current Elementary Boundary		Dr. John Seaton



October 4, 2014

Planning and Accommodation

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

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



Elementary ACCOMMODATION Review Committee

L.6

ARC

Accommodation Review Committee- West Flamborough Committee Members

*Voting Mem
22 signed*

Working Group Meeting # 1 - October 02, 2013

*23 spots
19 present*

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	
Voting Members		
Beverley Central parent representative from School Council/Home and School	Candace Goodale Home: [REDACTED] Email: [REDACTED]	<i>Candace Goodale</i>
Beverley Central parent representative from School Council/Home and School	Melissa Slote Home: 905 659 6456 Cell: 905 746 3954 Email: melissa_slote@hotmail.com	<i>MSlote</i>
Beverley Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenheuval Home: Cell: Email:	
Beverley Central teaching or non-teaching staff	John Belanger Home: Cell: Email: john.belanger@hwdsb.on.ca	<i>J Belanger</i>
Beverley Central teaching or non-teaching staff	David Wardell Home: 905 318 8088 Cell: Email: david.wardell@hwdsb.on.ca	<i>David Wardell</i>
Dr. John Seaton parent representative from School Council/Home and School	<i>Pat</i> Tania Bell Lee Home: 519-658-3250 Cell: Email: pointedpromise@hotmail.com	<i>T. Lee</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baille Home: 519-241-0487 Cell: Email: momrox39@gmail.com	<i>Karen Baille</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-827-4052 Cell: 519-823-8589 Email: [REDACTED]	<i>BH</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro Home: Cell: Email: [REDACTED]	<i>present as advised during review of draft minutes</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire Home: Cell: Email: Shelley.mcguire@hwdsb.on.ca	<i>Shelley McGuire</i>
Greenville parent representative from School Council/Home and	Callie Matthews Home: Cell:	



Elementary ACCOMMODATION Review Committee

L.6

ARC

School	Email: matthews4@speedway.ca	
Greensville parent representative from School Council/Home and School	Kristin Glasbergen [Redacted] [Redacted]	<i>K Glasbergen</i>
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca	<i>S VanEgdom</i>
Greensville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Cell: Email: cairine.grantham@hwdsb.on.ca	<i>C Grantham</i>
Greensville teaching or <u>non-teaching staff</u>	Heather Ryan Home: 905-730-2000 Cell: Email: heather.ryan@hwdsb.on.ca	<i>HR</i>
Millgrove parent representative from School Council/Home and School	Jessica Dymont Home: Cell: Email: jess_dymont@hotmail.com	<i>J Dymont</i>
Millgrove parent representative from School Council/Home and School	Sara Ardiel Home: 905-659-5914 Cell: 226-308-5668 Email: sara_ardiel@yahoo.ca	<i>Sara Ardiel</i>
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Cell: Email: Anthony.hunter@invensys.com	<i>A Hunter</i>
Millgrove teaching or non-teaching staff	A Home: Cell: Email:	
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca	<i>C Evans</i>
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca	<i>T Brittain</i>
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech Home: [Redacted] Email: [Redacted]	<i>P Beech</i>
Spencer Valley teaching or non-teaching staff	Rachel Kott Home: Cell: 905-912-1487 Email: rkott1@cogeco.ca	<i>R Kott</i>
Non- Voting Representatives		
Area Trustee	Karen Turkstra	
Jeverly Central Principal	Doug Dunford	
Dr. John Seaton Principal	Eddie Grattan	<i>E Grattan</i>
Greensville Principal	Kate Fischer	



Elementary
**ACCOMMODATION
Review Committee**

L.6

ARC

Millgrove Principal	Stewart Cameron	<i>Stewart Cameron</i>
Spencer Valley Principal	Kim Short	<i>Kim Short</i>
Planning and Accommodation Resource Staff	Bob Fex	
Administrative Support Staff	Kathy Forde	

all principals present

5 public attendees present - did not sign in.

West Flamborough Accommodation Review Committee

Working Group Meeting # 2

Tuesday, October 16, 2013

6:00 p.m.

**Millgrove Elementary School
375 5th Concession West, ON**

Minutes

ATTENDANCE:

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beech, John Belanger, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Callie Matthews, Shelley McGuire, Stephanie Munro, Marguerite Richer, Heather Ryan, Melissa Slote, Janine Vandenheuval, Sue VanEgdom, David Wardell

Non-Voting Members - Stewart Cameron, Doug Dunford, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Tania Brittain

Non-Voting Members - Kate Fischer

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - 3 public attendees present - Greensville (3)

1. Call to Order

Mag Gardner called the meeting to order. The purpose of work ahead is to lead the public review and act in advisory role to study and report on recommendations that will be developed. Group norms reviewed.

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

In an attempt to be mindful of paper usage, hardcopies will be provided only to members who require handouts in paper format. By a show of hands, 17 members requested hardcopy handouts for future meetings. Remaining members will print their handouts as received electronically.

3. Review of Quorum and Voting Procedures

Mag Gardner indicated that the committee is comprised of 22 voting members as three positions have not been filled. Quorum is defined as 50 percent of voting members plus one. Based on membership, quorum for West Flamborough is calculated as $22 \text{ voting members} \div 2 = 11 \text{ plus } 1 = 12$ so to reach quorum a minimum of 12 members must be present. As such, $12 \text{ voting members present} \div 2 = 6 \text{ plus } 1 = 7$ votes in favour needed to pass a vote.

4. Binder Updates

4.1 Committee Member List Update

Hardcopy provided for Section C of the binder. Marguerite Richer joined the committee to represent Millgrove staff. This addition increases voting members from 22 to 23. A membership update will be provided.

ACTION: Membership update required

4.2 D.1 and D.2 Schedule Update

Hardcopies provided for Section D of the binders.

5. School Tours Schedule

Mag Gardner advised that school tours will be provided at host schools prior to meetings. An opportunity was provided for a self-guided tour at Millgrove before the meeting started.

6. Data Requested by the Committee

Bob Fex indicated that it will be important to ensure requests for data add value to the work ahead and help to inform decision-making. Data requests will need to be precise to ensure efforts are focused effectively as needed. Responses to requests will be done based on investigation through Board staff.

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

7.1 Nature of the Minutes

Mag Gardner advised that minutes are intended to capture the spirit of main discussions points. Draft minutes will require review and approval through the committee.

7.2 Clarification

One change to attendance was noted and will be made to the final version.

7.3 Approval of Minutes

Minutes approved by consensus, by a show of hands. Minutes will be posted on the website.

8. Public Meeting #1 (October 02, 2013)

8.1 Debriefing on Public Meeting # 1

Bob Fex advised that the intent of debriefing was to analyze the data collected from the first Public Meeting in order to extract the main points of concern in a collaborative manner.

8.2 Understanding Group Discussion Notes Data from Public Meeting #1

Mag Gardner presented the framework, the common protocol, for reviewing data in terms of qualitative analysis. The first step is to read through the data without judgment to identify main ideas. In the second step, main ideas and any new main ideas that have emerged are recorded. Next, the main ideas are merged into larger categories if possible through key connections and common themes that are identified. Findings are then shared with others to discuss similarities and differences in order to determine what is most significant. During the process, it is important to be specific for clarity, to be objective for capturing only what was said rather than interpreting perspectives, and to be open to new ideas. A practice example was discussed

Members broke into groups to analyze feedback captured from the first Public Meeting. The idea of public attendees circulating among the breakout groups to observe discussions was discussed. By a show of hands, by consensus, members agreed.

DECISION: Public attendees were invited to observe group discussions

8.3 Review of Group Discussion Notes

Following group discussion, the main issues identified were shared as follows:

Group 1

- Census population data - impact of aging population versus younger families moving in
- Financial data - costs for a new build versus renovations, board budget
- Infrastructure - bathrooms, before and after school space
- Quality of education - new idea not captured within feedback notes

Group 2

- Schools and out-of-catchment - who goes where
- Statistics - how accurate is the data, more information needed for justification
- Logistics - how will it work in terms of timing and finances

Group 3

- JK-8 model - how was the data gathered to suggest 500-600 students is ideal, to project enrolment
- Financial data - costs for renovation, facilities, shared facilities
- Timelines - what are the timelines for closures, renovations, transfer of students

Group 4

- Renovations - will these be adequate and completed on time
- Transportation - will this be adequate
- New school - any consideration of new site for all schools together

Group 5

- Any possibility of a new facility
- If Board recommends Beverly Central closure - loss of Special Ed class a concern
- Transportation

Group 6

- Financial - what are the constraints and options
- Renovations - are there any limits
- Transportation

8.4 Public Meeting # 2 - Facilitator Process of Other ARCs (4 questions)

Mag Gardner noted that review of public comments is an essential part of the process. It will be important to honour public input, navigate the data effectively and measure the data alongside reference criteria in order to make informed decisions. More data will follow through the Public Meetings. The public does have access to all documents for information as posted on the website, which might also answer any questions. If members believe more guidance is needed for reviewing data, arrangements can be made for E-BEST staff to provide further direction. In response, committee members indicated more direction will be necessary to work through the qualitative analysis process to filter public comments, organize the data and create categories.

ACTION: Further direction required for data analysis

9. Review of School Information Profiles

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

Mag Gardner advised that SIPs provide important school data as required under Ministry guidelines. The SIP is a foundation document so it is critical to ensure all details are accurate. Members gathered into groups by school to collectively review the SIP data.

9.2 Discussion/Verify/Addition/Deletion

SIP changes as recorded during group discussions were collected. Updated SIPs will be provided. All SIPs will require approval through the committee.

Additional data considered valuable to informing decisions was identified as follows:

- 21st Century Learning Facilities - how do you define and come up with a number to get schools up to standards of a 21st Century learning facility (i.e. technology, wireless, space, classroom size, septic system, water treatment) - what would it cost to upgrade schools to become modern learning environments - it was noted that the replacement costs as provided are applicable to current standards
- Renovations - does each school have room for renovations to provide a JK-8 school (i.e. site size and possibilities for second floor)
- Historical Context of Schools - beyond bricks and mortar, what does a school mean to the community (i.e. culture, multi-generation students, schools are the heart of a community) - in terms of closure it will be important to recognize and allow community grieving as part of the process - it was noted that generational information is not currently being collected
- Room Size - room size and configuration for Full Day Kindergarten currently varies considerably and will need to be considered - will school libraries, computer labs and gym change rooms be able to accommodate extra students - common spaces need to be considered to accommodate a JK-8 school - gym timetabling will also need to be considered
- Projections - how accurate are past projections - are projections from 10 years ago accurate with current numbers - it was noted that 5-year projections are more consistent in terms of accuracy as probability increases with shorter spans of time, and past staff and their methodology make it difficult to track for numbers projected 10 years ago
- Transportation - long distance is a concern for rural bus routes - more students in the schools will generate the need for more buses - can current parking facilities accommodate additional bus traffic without taking away green space - parking for parents during activities is also a concern - safety is a huge concern with no sidewalks available
- Transition - how many transitions would students need to make if the staff option was approved
- FCI - what are the deferred maintenance costs
- Outdoor Space Utilization - need more data on play structures - need to understand regulations concerning liability

Data requests as noted above will be reviewed by Board staff for follow-up responses. Any additional data gaps can be provided directly to Bob Fex.

ACTION: Responses to be provided

10. Correspondence

10.1 Letters from the Public

Mag Gardner noted that all correspondence received will be provided to the committee for review and consideration as options are developed.

11. Questions & Answers

It was noted that the map included with the Administration Staff Recommendation Option does not reference street names. In response, the map will be updated to display major roadways and will be posted on the website.

ACTION: Update map and post to website

Members asked if feedback from students in terms of likes and dislikes was necessary. It was noted that student input was collected for the secondary ARCs but student voice from the elementary level is tricky to capture in terms of clarity. Committee members are here to participate with their best thinking to support the diverse range of grades and to consider value to the students with all work that transpires.

Members thought it was important to offer Public Meetings at each of the five schools involved in the West Flamborough ARC, as Beverly Central was not included as a location for Public Meetings. The idea of tours versus a combined Working Group/Public meeting date was discussed. By consensus, by a show of hands, members agreed that Working Group Meeting # 4 scheduled for November 13, 2013 at Beverly Central will be combined with a Public Meeting, increasing the total number of Public Meetings from four to five. Meeting objective and times will be determined. This change will be noted to members through an email and communicated through school newsletters.

DECISION: Public Meeting added November 13, 2013

ACTION: Schedule to be updated, distributed, posted / Notice to go out to committee and schools

12. Next Steps

- Next Working Group Meeting # 3 - October 30, 2013 at Dr. Seaton
- Next Public Meeting # 2 - November 06, 2013 at Millgrove

13. Adjournment

The meeting adjourned at 9:15 p.m.

Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting #1 - October 02, 2013
- Membership Update (Binder Update Tab C)
- West Flamborough Schedule and Timelines (Binder Update Tab D.1)

West Flamborough ARC

Working Group Meeting # 2 - October 16, 2013

- Public Meeting Dates (Binder Update Tab D.2)
- Qualitative Analysis Presentation
- Community Feedback West Flamborough Public Meeting #1
- Correspondence

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

**Millgrove Elementary School
375 5th Concession West, Millgrove, ON**

Agenda

1. Call to Order – Superintendent Mag Gardner, 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 (handout)
 - 4.2 D.1 and D.2 schedule update (handout)
5. School Tours Schedule – at host school between 5:45-6:00 (6:20 – 6:25)
6. Data requested by the committee (6:25 – 6:35)
7. Minutes from Working Group Meeting #1 (October 2nd, 2013) (6:35 – 6:45)
 - 7.1 Nature of the Minutes
 - 7.2 Clarification
 - 7.3 Approval of minutes
8. Public Meeting #1 (October 2nd, 2013) (6:45 -7:30)
 - 8.1 Debriefing on Public Meeting #1
 - 8.2 Understanding Group Discussion Notes data from Public Meeting #1
 - 8.3 Review of Group Discussion Notes
 - 8.4 Public Meeting #2 – Facilitator process of other ARCs (4 questions)
9. Review of School Information Profiles (7:30 - 8:15)
 - 9.1 Overview of each section of the SIP (small group discussion)

Next Working Group Meeting – Wednesday October 30th, 2013 at Dr. Seaton ES
All Accommodation Review Committee Meetings are open to the public

9.2 Discussion/Verify/Addition/Deletion

10. Correspondence (8:15 - 8:20)

10.1 Letters from the Public

11. Questions & Answers (8:20 - 8:30)

12. Next Steps (8:30-8:35)

13. Adjournment (8:35)

West Flamborough

Accommodation Review Committee

Working Group Meeting # 2

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Millgrove - October 16th, 2013

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

Group Norms:

Promote a positive environment

Treat all other members and guests with respect

Recognize and respect the personal integrity

Use established communication channels

Promote high standards of ethical practice at all times

1. Welcome

2. Agenda

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

3. Review of Quorum

What number represents Quorum?

50% of the voting members +1 = Quorum

Quorum : $22 \text{ voting members} / 2 = 11$

$$11 + 1 = 12$$

Quorum = 12 (voting members in attendance)

For a vote to pass:

50% + 1 of present Voting Members

Example:

22 present Voting Members

$$22/2 = 11$$

$$11 + 1 = 12$$

Passing Vote = 12

(*odd numbers rounded down)



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



4. Binder Updates

- Committee member list update
- D.1 and D.2 schedule update



5. School Tour Schedule

- **At host schools between 5:45-6:00pm**

6. Data Requests from Committee

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

7. Minutes from Working Group Meeting #1 (October 2nd, 2013)

7.1 Nature of the Minutes

7.2 Clarification

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

8. Public Meeting #1 (October 2nd, 2013)

8.1 Debriefing on Public Meeting #1

8.2 Presentation on understanding Group Discussion Notes data from Public Meeting #1

8.3 Review of Group Discussion Notes

8.4 Public Meeting #2 – Facilitator process for other ARCs (4 questions)

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*

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

School Information Profile (SIPs)

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

10. Correspondence:

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



Q & A



Next Steps:



Next Meeting:

Working Group Meeting #3

October 30th at Dr. Seaton

6 p.m. to 9 p.m.

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

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



4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”

1) Get to know your data

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

4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”



2) Record the “main ideas”

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

4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”

3) Identify connections within and between “main ideas”

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

4-STEP PROCESS FOR PULLING TOGETHER “MAIN IDEAS”

4) Share what you've learned

What does it all mean? What is really important?

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



SOME THINGS TO BE AWARE OF

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



LET'S REVIEW

4-Step Process for theming data:

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

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

AN EXAMPLE

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

“It’s all dollars and cents”

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

SMALL GROUP WORK

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

ANY QUESTIONS?



THANK YOU FOR YOUR TIME

Data & FCI Info

- How did they come up with the projected utilization?
- Elderly move out – is the age being considered? Younger families (moving in)? Is enrolment projection accurate? Can we access City data re: elderly moving out – Census 2011?
- FCI for Greensville 131.87% current and 3.15% in 10 years??? 10 years – 162% during presentation
- What is the current 2013/2014 enrolment in our schools?
- What is the Master Plan?
- Do they have money within the Board to meet these needs? Unfound funds?
- What is optimal FCI?
- Think Seaton’s renovations should be more extensive – is that true? More detailed response needed.
- Could we see data related to housing turnover in a rural community? i.e, seniors → young families
- What are the financial implications of the decisions?
- More detail re: renovations of the schools? Cost/timing?
- Why don’t we build a new school by Peter’s Corners?
- Can I see a population map?
- What about the role of financial factors influencing staff choice?
- Why indentation on the boundaries? Parcel of lands?
- Why not close all West Flamborough schools and build a new one at the Community Centre in Beverly? It is a central location with sport fields.
- What about bathroom facilities into the planning number?
- What is in the projections that are out of the catchment?
- K-8 vs. middle school research in the rural community?
- Consolidate Greensville and SVS into SVS in 2014 – define 2014 (different than A-1 p.4)
- How are shared spaces taken into consideration (i.e., library, gym, washrooms, computer lab)?
- Could you please provide research on why K-8 is the optimal setting for our children to learn?
- How did you get to 500-600 ideal school site?
- How is enrolment predicted? Are there ways to increase enrolment? “Optimal School Capacity is 500-600 students” – why?
- How can an addition of only 3 classrooms to Spencer Valley accommodate an additional school of K-5?
- What if the Board of Education budgeted money differently and instead of closing schools, embrace the more ideal smaller calss sizes instead of packing them full?
- How many times per year do you take a head count? If only once in October, why not November, February, May?
- What happens if development begins in next 2 years and jumps utilization up over 120%?

- How many students are lost from public system when schools close?
- How many of the schools have port-a-packs and how many?
- How does the math work for Bev. Central and Dr. Seaton capacity? Does the music room, science room, etc. get impacted?
- How much influence do we have on the decisions provided?
- Does the capacity include portables at Seaton? The numbers for Seaton and Beverly don't add up.
- Land purchased in Peterborough – where? Is there a plan for it?
- Where did they come up with 500-600 pupil spaces?
- Ministry funding is based on number of pupils within a school – creates funding cap when spaces sit empty
- Aging population with younger families moving in?

Spec. Ed. & Programming (FI)

- What about specialized classroom(s)?
- Will French Immersion be an option within any of the schools?

Transportation

- Busing – how long would children be on a bus?
- Would they change the boundaries QR? Spencer to make less of a bus trip?
- What will be the length of the bus rides? What is the longest (particularly SK's)?

Environmental Issues

- Has the end of the Greenbelt been taken into consideration? Currently building is restricted here.

Daycare/Out of Catchment

- Is there planning for before/after school space in renovated schools?
- How many children use before & after care at Millgrove? How many of those are in catchment?
- Out of catchment students/school – impact of daycare at Millgrove
- How does this impact out of catchment?
- Will out of catchment still be an option ongoing for all grade levels and all schools?

Seaton

- Do parents at Seaton have a desire to feed Cambridge?
- How will Seaton manage if there are multiple grades in configuration not existing now?

Millgrove

- How many students are slated to move to Millgrove? What is the breakdown by grade? Sorry... need clarification with the presented chart. OTG2012 SVS=348?
- Greenville going to Millgrove would they have to go to Waterdown High School?
- Entertaining Millgrove children going to Waterdown feeder school?
- What is the preferred option for Millgrove? K-5? Do they still feed to Spencer Valley?
- Is Millgrove staying K-5? Pulling from Greenville will ultimately mean students will go to Waterdown High and not into Dundas
- Is it an option to merge Millgrove into Spencer with Greenville after pulling funds into the kindergarten, how can we close?

Spencer Valley

- Spencer Valley – still really a 6 – 8 school with a small primary department. How many students would be lost by area going to Millgrove?
- Spencer Valley – what consideration has been given to the “pod” style of Spencer Valley?

Timing Issues

- How/when are they doing the renovations – kids move when?
- Start time 2014 vs. 2015 – more kids after reno done. Boundary change – Greenville losing kids to Millgrove
- When would these changes take place?
- How would construction happen? Timeline 2014??

Miscellaneous

- What happens when a school is made up of various previous school communities?
- Could there be a choice for parents in Greenville?
- Will schools be sending home the “preferred option”?
- Can we have supper at 6? Can’t get here earlier.

Correspondence #1

To: Robert Fex
Subject: Fwd(3): West flamborough ARC

Dear Nancy Ruth,

Thank you for your email regarding the elementary accommodation review process that is currently underway at Hamilton-Wentworth District School Board (HWDSB). We appreciate the time you took to share your thoughts on the staff recommendation for West Flamborough.

I would like to pass along your email to the Accommodation Review Committee for reference. In doing so, your name will become part of the public record. If you have any concerns about having your information shared, please advise and we will ensure the information is removed.

Thanks kindly,

Kathy Forde

----- Original Message -----

Good afternoon,

I am a resident of Millgrove on the east end of 4th concession. I attended the public meeting on October 2nd and I wanted to make the HWDSB aware that I am very pleased with the staff recommendation that was presented.

My two daughters are not yet in school but will be in the next couple of years. I was not happy with having to send my daughters to Greensville when I live so close to Millgrove elementary simply because I live on the south side of 4th concession.

The new proposed catchment boundaries for Millgrove Elementary make much more sense to me and I am hopeful the new boundaries will be made official when the ARC is complete.

Thank you,
Nancy Ruth

Correspondence #2

Dear Angie Gordon,

Thank you for your email regarding the elementary accommodation review process that is currently underway at Hamilton-Wentworth District School

Board (HWDSB). We appreciate the time you took to share your thoughts on boundary mapping for Greenville.

I would like to pass along your email to the Accommodation Review Committee for reference. In doing so, your name will become part of the public record. If you have any concerns about having your information shared, please advise and we will ensure the information is removed.

Thanks kindly,

Kathy Forde
Elementary ARC Support

----- Original Message -----

Hello,

I am writing in response to the letter sent home to parents from Pamela B. Reinholdt dated October 3, 2013 concerning preliminary accommodation option presented by Board Staff that recommends, "The southeast portion of Greenville's current JK-5 boundary to be assigned to Milllgrove." After consulting the ARC website, I haven't been able to identify the exact boundary changes mentioned in the letter. "Southeast portion" is vague. Can you please provide me with a map of the proposed changes or clarify where the new boundaries will be?

Thank you,
Angie Gordon



Elementary
**ACCOMMODATION
 Review Committee**

M.7

ARC

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**Accommodation Review Committee- West Flamborough
 Committee Members**

Working Group Meeting # 2 - October 16, 2013

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	<i>present</i>
Voting Members		
Beverley Central parent representative from School Council/Home and School	Candace Goodale Home: [REDACTED] Email: [REDACTED]	<i>CA</i>
Beverley Central parent representative from School Council/Home and School	Melissa Slote Home: 905-659-6456 Cell: 905-746-3254 Email: melissa_slote@hotmail.com	<i>[Signature]</i>
Beverley Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenheuvel Home: 905-519-6470-838 Cell: 905-537-0838 Email: jvandenheuvel@ngh.on.ca	<i>[Signature]</i>
Beverley Central teaching or non-teaching staff	John Belanger Home: [REDACTED] Cell: [REDACTED] Email: john.belanger@hwdsb.on.ca	<i>[Signature]</i>
Beverley Central teaching or non-teaching staff	David Wardell Home: 905-318-8088 Email: david.wardell@hwdsb.on.ca	<i>[Signature]</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee Home: 519-658-3250 Cell: [REDACTED] Email: pointedpromise@hotmail.com	<i>P. Lee</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie Cell: 519-241-0487 Email: momrox39@gmail.com	<i>[Signature]</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-623-8589 Cell: 519-827-4052 [REDACTED]	<i>[Signature]</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro Home: [REDACTED] Cell: [REDACTED] Email: [REDACTED]	<i>[Signature]</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire Home: [REDACTED] Cell: [REDACTED] Email: Shelley.mcguire@hwdsb.on.ca	<i>[Signature]</i>
Greensville parent representative	Callie Matthews	<i>[Signature]</i>



Elementary ACCOMMODATION Review Committee

M.7

ARC

from School Council/Home and School	Home: 905-627-4676 Cell: 905-536-6218 Email: matthews4@speedway.ca	
Greensville parent representative from School Council/Home and School	Kristin Glasbergen [Redacted] [Redacted]	<i>K Glasbergen</i>
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca	<i>Sue VanEgdom present - signed under Public Attendees</i>
Greensville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca	<i>C Grantham</i>
Greensville teaching or non-teaching staff	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca	<i>Heather Ryan</i>
Millgrove parent representative from School Council/Home and School	Jessica Dymont Home: Cell: Email: jess_dymont@hotmail.com	<i>J Dymont</i>
Millgrove parent representative from School Council/Home and school	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca	<i>Sara Ardiel Marguerite Richer</i>
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com	<i>present - signed under Public Attendees</i>
Millgrove teaching or non-teaching staff	A Marguerite Richer Home: Cell: Email:	<i>present - see attached</i>
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca	<i>C Evans</i>
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca	<i>Regrets - see attached</i>
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech [Redacted] [Redacted]	<i>present - signed under Public Attendees</i>
Spencer Valley teaching or non-teaching staff	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca	<i>R Kott</i>
Non- Voting Representatives		



Elementary ACCOMMODATION Review Committee

M.7

ARC

Area Trustee	Karen Turkstra	
Beverly Central Principal	Doug Dunford	
Dr. John Seaton Principal	Eddie Grattan	
Greensville Principal	Kate Fischer	 Regrets
Millgrove Principal	Stewart Cameron	
Spencer Valley Principal	Kim Short	
Planning and Accommodation Resource Staff	Bob Fex	
Administrative Support Staff	Kathy Forde	

Elementary ACCOMMODATION Review Committee


ARC

Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca
Greensville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca
Greensville teaching or non-teaching staff	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca
Millgrove parent representative from School Council/Home and School	Jessica Dymont Home: Cell: Email: jess_dymont@hotmail.com
Millgrove parent representative from School Council/Home and School	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com
Millgrove teaching or non-teaching staff	Home: 905-528-4925 Cell: Email: <i>marguerite.richer@hwdsb</i>
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech [REDACTED] [REDACTED]
Spencer Valley teaching or non-teaching staff	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca
Non- Voting Representatives	
Area Trustee	Karen Turkstra
Beverly Central Principal	Doug Dunford
Dr. John Seaton Principal	Eddie Grattan
Greensville Principal	Kate Fischer
Millgrove Principal	Stewart Cameron
Spencer Valley Principal	Kim Short
Planning and Accommodation Resource Staff	Bob Fex
Administrative Support Staff	Kathy Forde

West Flamborough Accommodation Review Committee

Working Group Meeting # 3

Wednesday, October 30, 2013

6:00 p.m.

**Dr. Seaton Elementary School
1279 Seaton Road, Sheffield, ON**

Minutes

ATTENDANCE:

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beech, John Belanger, Tania Brittain, Jessica Dymont, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Callie Matthews, Shelley McGuire, Stephanie Munro, Marguerite Richer, Heather Ryan, Melissa Slote, David Wardell

Non-Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Colleen Evans, Janine Vandenheuval, Sue VanEgdom

Non-Voting Members - Nil

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - 1 public attendee present - Dundana (1)

1. Call to Order

Mag Gardner called the meeting to order. Everyone was welcomed. Roles were reviewed.

Karen Turkstra shared good news on projects moving forward as approved at the Board meeting on October 28, 2013, which includes a new secondary school in the north, a new secondary school on the south mountain as a joint venture proposed with the French Public School Board and an addition for the newly named Dundas Valley Secondary School.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

No objections. Agenda approved by consensus by a show of hands.

3. Review of Quorum and Voting Procedures

Mag Gardner reviewed quorum and voting procedures. With 19 voting members present, 10 votes in favour would be required to pass a ballot vote tonight if needed.

4. School Tours

4.1 Discussion

An opportunity for a school tour was provided. Guides will be available for all tours. Should anyone require further support, please connect with Mag Gardner directly.

5. Minutes from Public Meeting #1 (October 02, 2013)

5.1 Clarification

Any clarification on attendance will be incorporated on the final version as required. Attendees will be encouraged to sign-in at future meetings.

5.2 Approval of Minutes

Minutes approved by consensus, by a show of hands.

6. Minutes from Working Group Meeting #2 (October 16, 2013)

6.1 Clarification

Any clarification on attendance will be incorporated on the final version as required. Attendees will be encouraged to sign-in at future meetings.

6.2 Approval of Minutes

Minutes approved by consensus, by a show of hands.

7. School Information Profiles

7.1 Additions

SIP updates as discussed and enrolment as confirmed by Principals at the meeting will be reflected in the final version.

7.2 Approval

With these changes, the SIPs were approved by consensus by a show of hands.

DECISION: SIPs approved

8. Public Meeting # 1 - Continuing Discussion

8.1 Key Themes Handout

Mag Gardner provided an opportunity for members to review handouts. Key themes from Public Meeting # 1 were reviewed at Working Group Meeting # 2 to identify significant items of interest and were synthesized for reference. In groups by schools, members discussed the common themes of interest to all schools. Ideas were then shared in new breakout groups to cross pollinate and gather perspectives in order to determine how this data will inform thinking as work proceeds. Reference Criteria (Section B.5, page 4) should be reviewed as ideas are contemplated.

To assist members in analyzing the data, the process for gathering feedback was reviewed. Precise thinking will be essential as it would not be practical to respond to every hypothetical scenario. Relevance will be important for ensuring any new data requests help to inform the decisions that will be made. Common ideas were captured and recorded within the breakout groups.

- 21st Century Learning - often attributed to technology but need to establish critical thinking where students are being creative, collaborating with others and becoming media savvy - how do teachers facilitate this and what do classrooms look like - the Board is working towards this to ensure resources and conditions are provided to allow students to develop these skills
- Renovations on 2nd floors - presumably we can build “up” but at a huge cost so the idea of adding floors to a current facility is almost prohibitive - there is however room for expansion in terms of space at the ground level - costs for any expansion would be incurred such as septic system upgrades as required if the number of students increases
- Historical context of schools - very difficult to capture - the Board does consider historical interest and has an Archives department to track historical artifacts - will make arrangements for Archives staff to attend a Working Group meeting

ACTION: Attempt to arrange for Archives staff to attend future meeting

- Full Day Kindergarten class size - currently in year four of a five-year initiative - Ministry sets out clear parameters for class size and standards, which do change over time
- FCI - what are the deferred maintenance costs

ACTION: Details to be provided

- Play structures - if important to move can be articulated in the option developed
- Number of transitions - concern about students in Millgrove who may have more transitions - grandfathering can be referenced in the option developed for leverage if considered important

- Enhancements - will there be enough room in existing schools - can examine as option is developed

Bob Fex indicated that the extra Public Meeting added to the schedule November 13 will be considered as Public Meeting # 2B and November 06 Public Meeting as # 2A because objectives for Public Meeting # 3 stipulate that options will be presented. Schedule amendment approved by consensus by show of hands.

DECISION: Schedule to be amended and distributed

9. Data Requests

9.1 Transportation

Bob Fex gathered data from the transportation department from September 2013 and has now captured this in SIPs. Average bus runs were reviewed. The shortest bus run covers the route from start time to end time. Transportation data for the staff option would be difficult to provide as enrolment numbers are impacted considerably by kindergarten registration and students moving.

9.2 Review Area Map with Road Names

Map provided as a handout. Map by individual schools can be provided if needed.

9.3 Historic Enrolments

Bob Fex provided a snapshot of data from 2001-2012 to display trends. A line of data has been added to the SIPs for 2013. Enrolment data is provided by principals regularly on a monthly basis. Numbers for September 2013 will be verified and any adjustments made if needed.

ACTION: Verify enrolment numbers for September 2013

10. Public Meeting # 2 - Thursday November 07, 2013

10.1 Presentation of the School Information Profiles

Mag Gardner indicated that at the meeting, the SIPs and guiding principles (common values) that lead towards development of a recommendation will be presented. An opportunity will also be provided for questions and to gather further public feedback. Volunteer facilitators will provide support. Bob Fex will assist in preparations. Four guiding principles were determined by committee members as follows:

- Program Offerings - programs to suit high values and specialty rooms such as music, arts, computer labs, science labs
- Transportation - efficient bus routes, organization of riding times, reduced riding times for students in rural areas, seems the 60-minute guideline is being stretched and perhaps needs to be reviewed, the 60-minute guideline needs to consider inclement weather, buses on road, etc.
- Resources - current resources such as playground equipment, library books, Smartboards, computer equipment, science labs should travel with the kids who transfer to a new school especially where resources were acquired with fundraising - need to ensure teachers at new

West Flamborough ARC

Working Group Meeting # 3 - October 30, 2013

school are adequately trained - need to ensure resources are available to cover costs for Smartboard installations

- 21 Century Learning - technology needs, learner needs and infrastructure - shared spaces - in terms of consumption, need to ensure power supply and internet system can accommodate extra students in an existing school especially when class times overlap and high usage occurs

Following discussions on items of importance, questions that can be brought forward at the meeting include:

- What might be some advantages and disadvantages for building a new school?
- Does the public want a new school?

DECISION: By consensus by a show of hands, voting members agreed to the questions above

It was noted that renovation costs for school options cannot be easily determined until details are clear for providing the rationale needed to support a business case. However, members should not feel restrained by the staff recommendation thinking options are limited in terms of costs.

Regarding construction timelines, committee members prefer that students learn in a completed facility and should not reside in a library or gym during renovations. It will be important to ensure facilities are up to par and can accommodate any increase in the number of students.

10.2 Presentation of the Key Themes from Public Meeting # 1

The following members volunteered to assist with leading the Public Meeting: Candice Goodale; Sara Ardiel; Kristin Glasbergen.

11. Correspondence

Correspondence is provided for committee member information and will become part of the public record.

12. Next Steps

- **Public Meeting # 2A - November 06, 2013 6:00-9:00 pm at Millgrove**
- **Working Group Meeting # 4 - November 13, 2013 6:00-7:30 pm at Beverly Central**
- **Public Meeting # 2B - November 13, 2013 7:30-9:00 pm at Beverly Central**

13. Adjournment

The meeting adjourned at 9:10 p.m.

Handouts

- Agenda
- Presentation
- Draft Minutes - Public Meeting #1 - October 02, 2013

West Flamborough ARC

Working Group Meeting # 3 - October 30, 2013

- Draft Minutes - Working Group Meeting # 2 - October 16, 2013
- School Information Profiles
- Facilitation Summary Notes from Working Group Meeting # 2
- Historic Enrolments
- HWDSB Transportation Policy
- Administration Staff Accommodation Option Map with Street Names
- Correspondence
- Membership Update (Tab C)

West Flamborough Accommodation Review Committee

Working Group Meeting # 3

Wednesday, October 30th, 2013

6:00 p.m. – 9:00 p.m.

Dr. Seaton Elementary School

1279 Seaton Road, Sheffield, Ontario

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, Chair (6:00 p.m.)
2. Agenda (6:00 - 6:05)
 - 2.1 Additions/Deletions
 - 2.2 Approval of Agenda
3. Review of Quorum and 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 – 6:30)
 - 6.1 Clarification
 - 6.2 Approval of minutes
7. School Information Profiles (6:30 – 6:45)
 - 7.1 Additions
 - 7.2 Approval
8. Public Meeting #1 – Continuing Discussion (6:45 – 7:15)
 - 8.1 Key themes handout
9. Data Requests
 - 9.1 Transportation
 - 9.2 Review area map with road names
 - 9.3 Historic enrolments

Next Working Group Meeting – November 13th, 2013 at Beverly Central ES

All Accommodation Review Committee Meetings are open to the public

10. Public Meeting #2 – Thursday November 7th (7:15 – 8:30)
 - 10.1 Presentation of the School Information Profiles
 - 10.2 Presentations of the key themes from Public Meeting 1

11. Correspondence (8:30)
12. Next Steps (8:40)
13. Adjournment (9:00)

West Flamborough

Accommodation Review Committee Working Group Meeting # 3

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Dr Seaton - October 30th, 2013

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

Group Norms:

Promote a positive environment

Treat all other members and guests with respect

Recognize and respect the personal integrity

Use established communication channels

Promote high standards of ethical practice at all times



1. Welcome
2. Agenda
 1. Additions/Deletions
 2. Approval of Agenda

3. Voting Procedure

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

For example, 23 voting members present (50% of 23 = 11.5, ((rounded down) to 11 +1 = 12))



4. School Tours

- Are you getting the information you need?
- How can we support?

Minutes Approval and Data Requests

- Clarification and Approval from Public Meeting #1
- Clarification and Approval from Working Group Meeting #2
- Response to Data Requests

In your school-based groups:

1. Read over the revised School Information Profile. Check to see if the corrections you submitted have been made.
2. Consider the data provided and discuss how it may inform your school's thinking
3. Read over the "Key themes hand out" from Public Meeting #1 and discuss how this public input inform your school's thinking?

Identifying “Guiding Principles”

In mixed groups:

- What “key themes” and “data” resonated in your school-based discussions that could help guide the whole ARC group?
- How can the reference criteria (B.5, p. 4) help to guide the whole ARC group?

Identifying Guiding Principles Continued...

In your mixed groups identify 1-3 guiding principles that you would like to present to the whole working group and ultimately you would like to present at the public meeting.

Preparing for the Public Meeting Nov 6th

- Present School Information Profiles
- Present Key Themes from Public Meeting #1 and get input
- Present West ARC's Guiding Principles and get input



9. Data requested by the committee

9.1 Transportation

9.2 Review area map with road names

9.3 Historic enrolments

*September 2013 Data	AM RUN TIMES			
SCHOOL	LONGEST BUS RUN	SHORTEST BUS RUN	AVERAGE BUS RUN	# BUSES FOR REGULAR STUDENTS
Beverly Central	57	40	46.6	5
Dr. John Seaton	56	42	52.7	7
Greensville	54	14	34	7
Millgrove	45	29	34	4
Spencer Valley	62	17	31.4	8

Beverly Central		Dr Seaton		Greensville		Millgrove		Spencer Valley	
Year	Total	Year	Total	Year	Total	Year	Total	Year	Total
2001	135	2001	285	2001	269	2001	270	2001	266
2002	133	2002	264	2002	270	2002	269	2002	278
2003	192	2003	337	2003	254	2003	243	2003	269
2004	195	2004	330	2004	272	2004	217	2004	270
2005	184	2005	312	2005	262	2005	202	2005	274
2006	176	2006	318	2006	263	2006	190	2006	260
2007	178	2007	313	2007	257	2007	197	2007	250
2008	175	2008	310	2008	260	2008	194	2008	230
2009	185	2009	283	2009	234	2009	178	2009	235
2010	173	2010	282	2010	227	2010	171	2010	210
2011	176	2011	257	2011	216	2011	171	2011	207
2012	166	2012	243	2012	197	2012	183	2012	177



11. Correspondence:

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

12. Next Steps

Start formulating ideas for
Accommodation Review
Committee Option/s

Next Meeting Dates:

- **Public Meeting #2 November 6th at
Greensville**
- **Working Group Meeting #4
November 13th at Beverly Central
6 p.m. to 9 p.m.**

Hamilton-Wentworth District School Board West Flamborough School Information Profile



1. Enrolment vs. Available Space		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Current Enrolment (October 2013)	172	229	205	183	188	977.0
2	Projected Enrolment in 5 years	128	204	169	196	172	869.0
3	Projected Enrolment in 10 years	121	183	160	167	172	802.1
4	On-The-Ground (OTG) Capacity	230	348	222	227	248	1275.0
5	Number of Portables on Site	0	0	1	1	0	2.0
6	Current Utilization Rate	75%	66%	92%	81%	76%	78%
7	Projected Utilization Rate in 5 years	56%	59%	76%	87%	69%	69%
8	Projected Utilization Rate in 10 years	53%	53%	72%	73%	69%	64%
9	Current Space Surplus / Shortage (Pupil Places)	58	119	17	44	60	298.0
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	102	144	53	31	76	406.0
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	109	165	62	60	76	473

2. Administrative and Operational Costs Associated with Schools		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Expenditures on School Administration at School	\$180,802	\$181,785	\$181,094	\$180,909	\$181,156	\$905,746
2	Expenditures on School Operations at School	\$175,829	\$282,563	\$179,393	\$161,527	\$232,457	\$1,031,769
3	Administrative Costs per m ²	\$83.94	\$53.97	\$84.66	\$108.20	\$55.71	\$386
4	Administrative Costs per Student	\$1,051.17	\$793.82	\$883.39	\$988.57	\$963.60	\$4,681
5	Operational Costs per m ²	\$81.63	\$83.90	\$83.87	\$96.61	\$71.48	\$417
6	Operational Costs per Student	\$1,022.26	\$1,233.90	\$875.09	\$882.66	\$1,236.47	\$5,250

3. Condition of School		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	What is the replacement value of the School?	\$5,328,313	\$7,117,351	\$5,571,559	\$5,351,408	\$5,571,559	\$28,940,190
2	Current Facilities Condition Index (FCI) for the School?	48.81%	34.15%	131.87%	24.56%	41.59%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	54.34%	39.60%	162.37%	32.48%	57.45%	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



4. School's Physical Space to Support Student Learning and Child Care Services		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have a Library/Resource Centre?	Yes	Yes	Yes	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	No	No	No	No	Yes	
3	Number of Science Rooms in School	0	0	0	0	1	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	Yes	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	Yes	Yes	Yes	
6	Does the school have a Computer Lab?	Yes- In Library	Yes	Yes	Yes	Yes	
7	Does the school have a dedicated Learning Resource Room?	Yes- Small	Yes	Yes	Yes	Yes	
8	Is there a childcare centre located on site	No	No	No	No	No	
9	Is there a Before & After school program	No	No	Yes	No	No	
10	Is there a Breakfast / Nutrition program available for students at the school?	No	No	No	No	No (Canteen Daily)	
11	Other		Music Rm	Instrumental Music Rm	Private daycare	Instrumental Music Rm	

5. Range of Program Offerings (and extent of student participation)		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Projected FTE English-as-a-Second-Language (ESL) Staff for 2013-14?	0	0	0.04	0	*itinerant	0.04
2	Does the School offer a French Immersion program?	No	No	No	No	No	
3	Other	Special-Ed				Spec-Ed (2 Classes)	

**Hamilton-Wentworth District School Board
West Flamborough School Information Profile**



6. Range of Extracurricular Activities		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	List of Extracurricular Activities at each school	<p>Library Club, Running Club, Environmnet Club, Boys Book Club, Peace Keepers, Peer Mediators, Book Club, Swimming, Intramurals, Teery Fox Run, MS Read a Thon, Jump Rope for Heart, Food Drives, United Way, Cross Country Team, Track and Field Team, Christmas Concert, Spring Musical, Earth Day, Grandparent's Day, Turkey Skate Lunch, Play Day, Beverly's Got Talent, Tim Horton's Camp, Scholar's Club, & Many Trips</p>	<p>Recycling Club; Grade 3 and 6 Boys Club; Seaton Band; Christmas Concert; Art Club; Checkers Club; Homework Club; Boys and Girls 3 Pitch Jr. and Sr; Boys and Girls Volleyball Jr and Sr; Boys and Girls soccer; Running Club; P/J Cross-Country; P/J and IntermediateTrack and Field; Intramural Floor Hockey; Drama Club;feastive lunch, fundraisers, christmas concert, TerryFox run, Jump rope for heart, hoops for heart intramurals, canteen helpers, pizza helpers, office helpers, angel tree, Rocton Fair Entries, Remeberance Legion Entries, Spirit days, grade 8 haunted house, etc..</p>	<p>Cross Country, Intramurals: (floor hockey, basketball, volleyball, soccer, touch football) Swim team, Garden Club, Checkers Club, Track and Field, Knitting/Crochet Club, Hip Hop Club, Choirs (Primary and Junior), Peer Mediation, Active Recess, Snack Shack helpers, Library Helpers, Milk Helpers, Lunchroom Helpers, Recycling Club, Spirit Days, Terry Fox Run, Christmas Concert, Volunteer Tea, Rockton Fair entries, Talent Show, French Cafe, Book Fairs, Grade 5 Graduation, Play Day, Mitten Tree, Family Literacy/Math Night, Assemblies.</p>	<p>Volleyball Intramurals, Hockey Intramurals, Soccer Country Team, Track & Field, Dance Club, Air Band, Go for Green, Terry Fox Run, Skipping Club, Dance a Thon, Play Days, Dinner & Skate, Checkers Club, swimming, play structures</p>	<p>Junior, Concert & Jazz Bands, Let's Talk Science Club, Accounement Crew, Best Buddies Club, Recycling Team, Soccer, Jr & Sr 3 Pitch, Volleyball and Basketball, Terry Fox/Get Acquainted Day, Adventure Running Team, Yearbook Club, Special Olympics, French Cafe, Art Club, Clay Crew, Student Council, Canteen Crew, Musical, Library helpers, after school scholars, swimming, food drives, cross country, track & field, multiple excursions, st. donat trip, choir, volunteer tea, pizza helpers, homework club</p>	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	Yes	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	Yes	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	Soccer/ Baseball	Soccer/ Baseball	Soccer/ Baseball	Baseball	Soccer/ Baseball	

8. Accessibility of the School for Students with Disabilities		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the school have at least one barrier-free entrance?	No	Yes	Yes	No	Yes	
2	Are all levels of the school wheelchair accessible?	Yes (not stage)	Yes (not stage)	Yes	Yes (not stage)	Yes	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	No	No	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	No	No	FM units	
5	Do students have access to barrier free washrooms?	No	Yes	Yes	No	Yes	

9. Location of School		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	What percentage of the students are provided transportation services to and from school? *updated with September 2013 percentages	99%	94%	77%	84%	90%	
2	Longest bus ride to school (minutes)	57.0	56.0	54.0	45.0	62.0	
3	Shortest bus ride to school (minutes)	40.0	42.0	14.0	29.0	17.0	
4	Average bus ride to school (minutes)	46.6	52.7	34.0	34.0	31.4	
5	What percentage of the students live outside the school's catchment area?	1.8%	11.1%	9.1%	13.1%	4.0%	
6	Is the school within 500m of a municipal bus route?	No	No	No	No	No	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



10. Provincial Assessment 2011-2012		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	80	65	92	73	N/A	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	73	76	95	92	N/A	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	80	65	89	92	N/A	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	N/A	73	N/A	N/A	75	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	N/A	71	N/A	N/A	80	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	N/A	56	N/A	N/A	69	

11. Location of the School (within community)		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	How far is the school from its nearest HWDSB school (distance/name)?	7.3 Km/ Queen's Rangers	11.7 Km/ Beverly Central	1.8 Km/ Spencer Valley	3.7 Km/ Flamborough Centre	1.8 Km/ Greensville	

12. Facility for Community Use		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	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	Volleyball		Bike Rodeo, Fun Fair	"Go for Green" & "Dinner & Skate"	Indoor Baseball, Floor Hockey	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	0.00	0.00	8.00	0.00	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	1.50	0.00	0.00	0.00	4.00	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



13. School as Local Employer		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have a Full-time Principal?	1	1	1	1	1	5.0
2	Number of Vice-Principals at the School (FTE)	0.00	0.00	0.00	0.00	0.00	0.0
3	Number of Office Administrators at the School (FTE)	1.00	1.00	1.00	1.00	1.00	5.0
4	Number of Teachers at the School (FTE)	12.00	12.00	12.20	10.00	11.00	60.1
5	Number of Education Assistants at the School (FTE)	3.00	1.00	3.00	1.00	2.00	10.5
6	Number of Caretaking Staff at the School (FTE)	1.75	2.50	1.75	1.50	2.00	9.5
7	Number of designated Early Childhood Educators	1.00	1.00	2.00	2.00	0.00	4.0

14. Community Partnerships		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	List of partnerships that currently exist at the school						

Glossary of Terms:

Headcount: The actual number of students attending a school at any given time for any program.

Full Time Equivalent (FTE): The adjusted Head Count enrolment to take into account part- time students.

Average Daily Enrolment (ADE): The calculation of the number of students enrolled in a school based on two count dates within the academic year- October 31st and March 31st.

Facilities Condition Index (FCI): A ratio used to measure the relative condition of a building taking into account all building systems.

Temporary Classrooms: Non-permant instructional space. The most typical example of this is a portable classroom

Operational Costs: Includes heating lighting and routine maintenance

Administrative Costs: Includes principals, vice principals, secretaries and office supplies

Main Themes Identified by Small Group of Public Meeting #1 Consultation – duplicates included

- Census population data - impact of aging population versus younger families moving in
- Financial data - costs for a new build versus renovations, board budget
- Infrastructure - bathrooms, before and after school space
- Quality of education - new idea not captured within feedback notes
- Schools and out-of-catchment - who goes where
- Statistics - how accurate is the data, more information needed for justification
- Logistics - how will it work in terms of timing and finances
- JK-8 model - how was the data gathered to suggest 500-600 students is ideal, to project enrolment
- Financial data - costs for renovation, facilities, shared facilities
- Timelines - what are the timelines for closures, renovations, transfer of students
- Renovations - will these be adequate and completed on time
- Transportation - will this be adequate
- New school - any consideration of new site for all schools together
- Any possibility of a new facility
- If Board recommends Beverly Central closure - loss of Special Ed class a concern
- Transportation
- Financial - what are the constraints and options
- Renovations - are there any limits
- Transportation

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

Historic Enrolments 2001 to 2012

N.6

Beverly Central		Dr Seaton		Greensville		Millgrove		Spencer Valley	
Year	Total	Year	Total	Year	Total	Year	Total	Year	Total
2001	135	2001	285	2001	269	2001	270	2001	266
2002	133	2002	264	2002	270	2002	269	2002	278
2003	192	2003	337	2003	254	2003	243	2003	269
2004	195	2004	330	2004	272	2004	217	2004	270
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2009	185	2009	283	2009	234	2009	178	2009	235
2010	173	2010	282	2010	227	2010	171	2010	210
2011	176	2011	257	2011	216	2011	171	2011	207
2012	166	2012	243	2012	197	2012	183	2012	177



TRANSPORTATION POLICY

Date Approved: 2000 06 20
Date REVISED: 2011-03-28

Projected Review Date: 2013

POLICY STATEMENT: It is the policy of The Hamilton-Wentworth District School Board that for eligible Hamilton-Wentworth District School Board registered students, home to school transportation will be safe, secure and on time, bringing students to school ready to learn, cost effectively, efficiently and within budget.

RESPONSIBILITY: The Superintendent of Business and Treasurer.

OPERATING PROCEDURES:

1. Eligibility for Home to Designated School Transportation Service

- a) Students residing within all developed urban areas as defined by the “Official Plan” and prepared by the local municipality, will be eligible for transportation services when the walking distance exceeds the following:

		<u>Walking Distance</u>
Elementary School	JK-SK	1.0 kms
Elementary School	1-8	1.6 kms
Secondary School	9-12	3.2 kms

- b) Students residing outside of developed urban areas will be eligible for transportation services when the walking distance exceeds .8 kms.
- c) Students residing within the defined walking distance will be eligible for transportation services when the Board agreed upon path of travel would be along a major arterial roadway that is situated between the student’s normal place of residence and their designated school; and this major arterial roadway has no municipally defined pedestrian walkway for sections greater than .8 kms that must be traveled while en route to the Board designated school.
- d) Elementary students residing within the defined walking distance will be eligible for transportation services when the Board agreed upon path of travel would be along a major arterial

roadway that is situated between the students normal place of residence and their designated school; and it is necessary to cross the major arterial roadway to attend the Board designated school but there are no traffic calming devices such as: traffic control lights, stop signs or crossing guard to assist with the crossing.

2. Walking Distance

- a) Walking distance is the distance from the student's residence to the Board-designated school.
- b) Measurements of distance for eligibility purposes, will be determined from the municipal road in front of the student's residence to the nearest first maintained entrance of the school. The Board's administration will be the primary determining source for distance calculations and eligibility within policy. The shortest and most direct route along roadways and municipally maintained walkways will normally be relied upon. Distance calculations will be applied consistently from the municipal road in front of all complexes and/or multiple housing units, i.e., townhouses, apartments. Board contracted vehicles will only be routed to travel on public roadways in order to provide for consistent and safe operations.

3. Pick Up/Drop Off Points

The distance between the municipal road in front of a student's residence and the pick up point or drop off point will not normally exceed .8 kms. The distance may exceed .8 kms when circumstance prohibits or limits the designated vehicle from safely travelling to a pick up point via public roadways. Under certain circumstances, Special Education students may be provided with door-to-door service.

4. Safety Hazards

- a) It is recognized that extraordinary circumstances related to safety hazards may warrant an exception to the walking distances for the determination of transportation service eligibility.
- b) Parents have the primary responsibility for the safe arrival of their children to and from school. The safety of children is also the joint responsibility of communities, municipalities, and policing authorities. Consequently, Board administration will catalogue identified issues and forward the related concerns to:
 - The City of Hamilton
 - Hamilton Street Railway
 - The appropriate policing authorities
 - School principals in order to bring students' and parents' attention to the issue
 - Other related agencies that may be of assistance.
- c) A request for an exception to the walking distance for the determination of transportation service eligibility may be submitted in accordance with the procedure regarding the identification of extraordinary circumstances related to safety hazards.
- d) Administration is prepared to work with school principals and school councils to develop programs that may assist students' safety when coming to school or going home-

5. School/Program of Choice

Eligibility for transportation services will not be extended to students who choose an alternate school program or course outside of their designated school catchment.

6. Courtesy Transportation

Courtesy transportation may be provided for students of the Board subject to the Courtesy Transportation Procedure and at no cost to the Board.

7. Special Education

The Board-designated school for Special Education students will be the school at which the student is placed in a self-contained classroom as determined by the Identification Placement and Review Committee. Eligibility for transportation services will be dependent on an assessment of the individual student's physical or mental capabilities.

Transportation services will be provided for secondary school students who meet all of the following criteria:

- Student has been identified as exceptional by an Identification Placement Review Committee.
- Out of catchment application is submitted by or on behalf of the student for special education program purposes.
- Out of catchment application is approved by all of the following:
 - Principal of sending secondary school
 - Principal of receiving secondary school
 - Superintendent of Education for the receiving school
- Student meets the distance eligibility requirement

8. Transportation Service Parameters

Arrival/Departure: Transported students registered in elementary grades JK to Grade 8 will arrive at school approximately 15 minutes prior to the first bell. Upon the dismissal bell, students will be picked up for departure home not later than approximately 15 minutes following. Transported secondary students will normally arrive at school and be picked up within 20 minutes of the first and last bell respectively. A longer period of time, not to exceed 40 minutes, may be applied in order to accommodate double or triple runs. This extended period of time does not apply to special education students placed in self-contained programs within secondary schools.

Time On Vehicle: Length of time on a vehicle will not normally exceed 60 minutes one way.

9. JK Student Escort

Parents/guardians of JK students are to be advised to accompany and remain with the student until picked up by the transportation vehicle. No JK student will be left unattended at a pick up point. Parents/guardians are also to be advised to be on time and present at the drop off point to receive their JK student.

10. Potential Expansion of Transportation Services

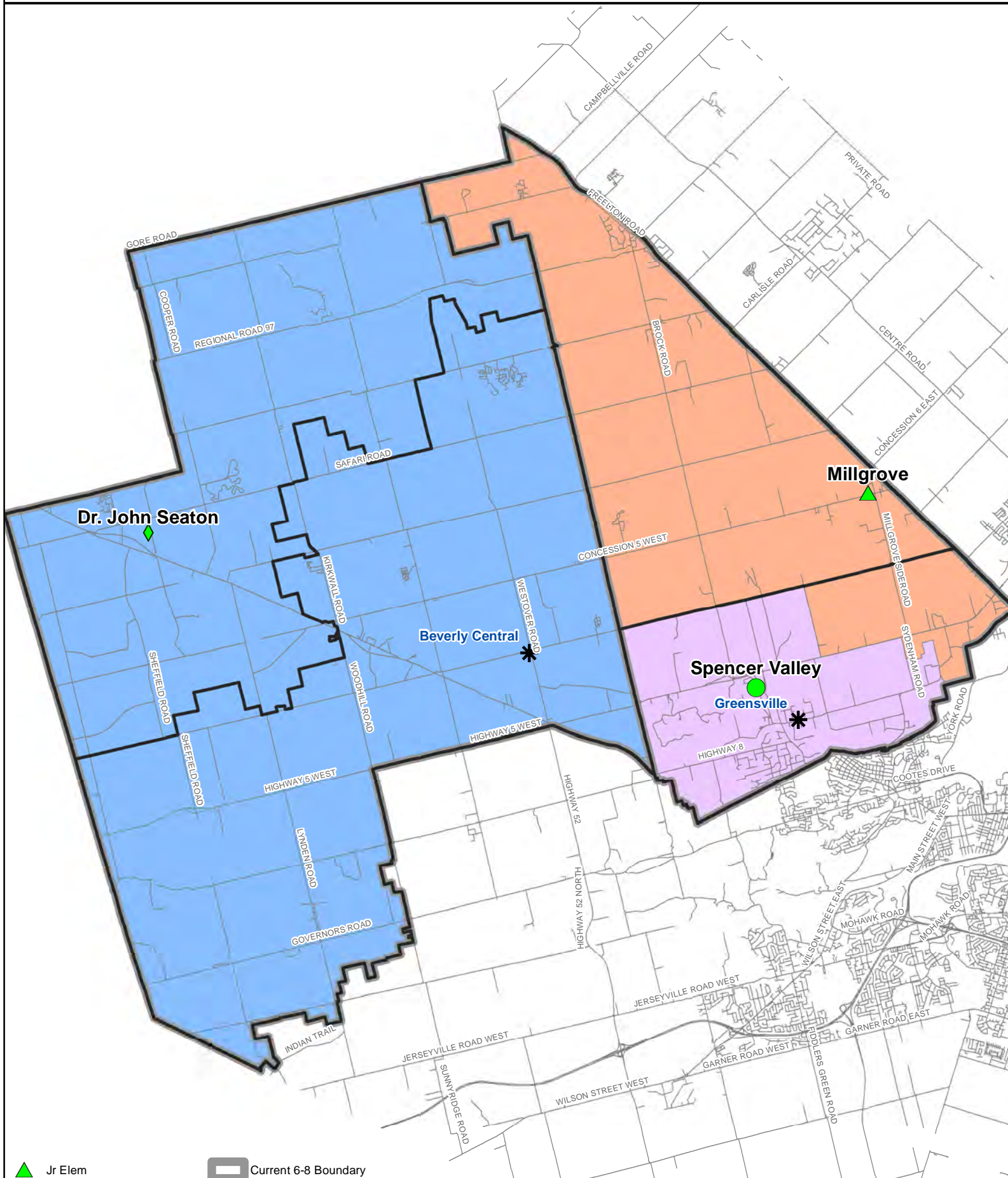
Notwithstanding statements elsewhere in this policy and conditional upon availability of transportation funding, some transportation services may be provided for the following program priorities:

- Assistance for student success – any additional provision to be limited to match the amount provided by the Ministry for transportation under the student success component of the Learning Opportunities grant.
- French Immersion

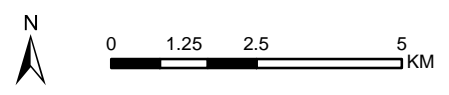
It is explicitly noted that the nature and extent of any potential expansion of transportation services to address these program priorities is entirely subject to availability of funding.

11. Additional secondary transportation services may be offered at the discretion of administration subject to funding availability and subject to the following considerations:

- Program
- Equity
- Strategic directions



	Jr Elem		Current 6-8 Boundary
	Elementary		Proposed Boundary
	Closed		Millgrove
	Middle School		Spencer Valley
	Current Elementary Boundary		Dr. John Seaton



Correspondence #3

Hi,

Reading the letters coming home about the West ARC involving Greenville and millgrove schools, what is the proposed boundary changes. I found the current boundary map on the website but millgrove is not listed on the map. I live in the south east portion and want to know what changes are proposed for the second option of closing Greenville school. Also I understand that the secondary west arc mentions the millgrove students will attend Waterdown school. Waterdown high is not listed on the secondary arc. Will the new boundary showing the closing of Greenville change the boundaries for the high school? As these situations affect our family It would be nice to know where our children will be attending.

Thank you for your time.

West Flamborough ARC - Working Group mtg - Oct 30/13

Committee Member (Please Print)	School	Signature
STEW Cameron	Millgrove	S. Cameron
Anthony Hunter	Millgrove	Anthony Hunter
Dore Wardell	BEVERLY CENTRAL	Dore Wardell
MUSSE SLOTE	Beverly Central	Musse SLOTE
Kristin Glasbergen	Greensville	Kristin Glasbergen
Cairnie Grantham	Greensville	Cairnie Grantham
Tania Brittain	Spencer Valley	Tania Brittain
Pam Beech	Spencer Valley	Pam Beech
Karen Baillie	Dr J Seaton	Karen Baillie
Shelley McGuire	Dr Seaton	Shelley McGuire
JOHN BELANGER	BEVERLY	John Belanger
Brett Humphrey	Seaton	Brett Humphrey
Stephanie Munro	Seaton	Stephanie Munro
Candice Woodale	Beverly	Candice Woodale
Heather Ryan	Greensville	Heather Ryan
Callie Matthews	Greensville	Callie Matthews
Kate Fischer	Greensville	Kate Fischer
Rachael Kott	Spencer Valley	Rachael Kott
Kim Short	Spencer Valley	Kim Short
Marguerite Richer	Millgrove School	Marguerite Richer
Jessica Dymont	" "	Jessica Dymont
Sara Ardiel	" "	Sara Ardiel
EDDIE GRATTAN	Dr. Seaton	Eddie Grattan
Doug Dunford	Principal - present	
Karen Turksta	Trustee - present	
Bob Fox	> AEP - present	
Kathie Ford	STAN	



Elementary ACCOMMODATION Review Committee

N.10

ARC

Accommodation Review Committee - West Flamborough Committee Members

WG mtg #3

Position	Name
Accommodation Review Committee Chair	Mag Gardner
Voting Members	
Beverly Central parent representative from School Council/Home and School	✓ Candice Goodale Home: [REDACTED] Email: [REDACTED]
Beverly Central parent representative from School Council/Home and School	✓ Melissa Slote Home: 905-659-6456 Cell: 905-746-3254 Email: melissa_slote@hotmail.com
Beverly Central parent representative <u>not</u> from School Council/Home and School	✗ Janine Vandenneuval <i>regrets</i> Home: 519-647-0838 Email: jladevito@hotmail.com
Beverly Central teaching or non-teaching staff	✓ John Belanger Home: Cell: Email: john.belanger@hwdsb.on.ca
Beverly Central teaching or non-teaching staff	✓ David Wardell Home: 905-318-8088 Email: david.wardell@hwdsb.on.ca
Dr. John Seaton parent representative from School Council/Home and School	✗ Patti Lee <i>did not sign-in</i> Home: 519-658-3250 Email: paintedpromise@hotmail.com
Dr. John Seaton parent representative from School Council/Home and School	✓ Karen Baillie Cell: 519-241-0487 Email: momrox39@gmail.com
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	✓ Brett Humphrey Home: 519-623-8589 Cell: 519-827-4052 [REDACTED]
Dr. John Seaton teaching or non-teaching staff	✓ Stephanie Munro Home: Cell: [REDACTED]
Dr. John Seaton teaching or non-teaching staff	✓ Shelley McGuire Home: Cell: Email: Shelley.mcguire@hwdsb.on.ca
Greensville parent representative from School Council/Home and School	✓ Callie Matthews Home: Cell: Email: matthews4@speedway.ca



Elementary ACCOMMODATION Review Committee

N.10

ARC

Greensville parent representative from School Council/Home and School	✓	Kristin Glasbergen [REDACTED]
Greensville parent representative <u>not</u> from School Council/Home and School	X	Sue VanEgdom <i>regrets</i> Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca
Greensville teaching or non-teaching staff	✓	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca
Greensville teaching or non-teaching staff	✓	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca
Millgrove parent representative from School Council/Home and School	✓	Jessica Dymant Home: Cell: Email: jess_dymant@hotmail.com
Millgrove parent representative from School Council/Home and School	✓	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca
Millgrove parent representative <u>not</u> from School Council/Home and School	✓	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com
Millgrove teaching or non-teaching staff	✓	Marguerite Richer Home: 905-528-4925 Email: marguerite.richer@hwdsb.on.ca
Spencer Valley parent representative from School Council/Home and School	X	Colleen Evans <i>regrets</i> Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca
Spencer Valley parent representative from School Council/Home and School	✓	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca
Spencer Valley parent representative <u>not</u> from School Council/Home and School	✓	Pamela Beech [REDACTED]
Spencer Valley teaching or non-teaching staff	✓	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca
Non- Voting Representatives		
Area Trustee	✓	Karen Turkstra
Beverly Central Principal	✓	Doug Dunford
Dr. John Seaton Principal	✓	Eddie Grattan
Greensville Principal	✓	Kate Fischer
Millgrove Principal	✓	Stewart Cameron



Elementary
**ACCOMMODATION
Review Committee**

N.10

ARC

Spencer Valley Principal	/	Kim Short
Planning and Accommodation Resource Staff	/	Bob Fex
Administrative Support Staff	/	Kathy Forde

Public Attendees

West Falmborough ARC - Working Group - Oct 30/13

Name
Please Print

School Affiliation
(if any)

Signature

JANNA HOGARTH

DUNDANA

**West Flamborough Accommodation Review Committee
Working Group Meeting # 4
Wednesday, November 13, 2013
6:00-7:30 p.m.**

**Beverly Central Elementary School
1346 4th Concession Road, Troy, ON**

Minutes

ATTENDANCE:

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beach, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Patti Lee, Callie Matthews, Shelley McGuire, Heather Ryan, Melissa Slote, Janine Vandenheuval, Sue VanEgdom, David Wardell

Non-Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Rachel Kott, Stephanie Munro,

Non-Voting Members - Nil

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - 5 public attendees present - Beverly Central (2), Dundana (1), Greensville (1), No School Affiliation Identified (1)

1. Call to Order

Mag Gardner called the meeting to order. Appreciation was extended to everyone for their ongoing efforts and commitment to the review underway. Handouts were reviewed.

2. Agenda

2.1 Additions/Deletions

Nil

- 2.2 Approval of Agenda**

Agenda approved by consensus by a show of hands.
- 3. Minutes from Working Group Meeting #3**
 - 3.1 Clarification**

Archives staff no longer required to provide a presentation as members thought time should be spent on developing options. Clarification on attendance will be incorporated as indicated. Attendees were encouraged to sign-in at all meetings.
 - 3.2 Approval of Minutes**

Approved by consensus, by a show of hands.
- 4. Minutes from Public Meeting #2**
 - 4.1 Clarification**

Clarification on attendance will be incorporated as indicated. Attendees were encouraged to sign-in at all meetings.
 - 4.2 Approval of Minutes**

Approved by consensus, by a show of hands.
- 5. Data Requests**
 - 5.1 Program Compliment and School Size Information**

An information piece on program compliment and school size was provided for reference.
 - 5.2 Current and 10 Year Renewal Needs**

Information provided in response to request regarding FCI data.
 - 5.3 5 Year Capital Expenditures**

Information provided as requested for numbers on big ticket items.
 - 5.4 Public Meeting # 2 November 06, 2013 Presentation**

Presentation provided as binder update.
 - 5.5 Draft Minutes from Working Group Meeting #3**

See Item 3 above.
 - 5.6 Draft Minutes from Public Meeting # 2A**

See Item 4 above.
 - 5.7 Correspondence**

Correspondence was provided for review and information.

For further information, Karen Turkstra provided highlights on two documents related to the ARC review. One ministry booklet (School Board Efficiencies and Modernization Consultations) focuses on how we can become more efficient and modernize our facilities and technology. Key facts indicate that many facilities are not full, enrolment is declining and we simply cannot afford to continue running small schools with empty spaces. The second document (Standing Committee Report on 10-Year Capital/Deferred Maintenance Costs) focuses on numbers. Total deferred maintenance costs over the next ten years are estimated at \$628M. However, the Board only receives approximately \$8M per year for maintenance. As such, HWDSB is trying to reduce the number of schools and to create efficiencies among the schools that are left. If preliminary HWDSB staff observations as per the Long Term Facilities Master Plan's 5 year scheduled accommodation reviews were to be approved and recommended school closures occurred, the Board would save \$226M in maintenance costs over 10 years and new capital projects for new schools, renovations and additions would total \$233M. As a cornerstone document to support the Long Term Facilities Master Plan and ARCs, it is important to plan for expenditures should there be an opportunity for available funding. New capital projects reduce deferred capital maintenance costs. Ideally the Board wants to ensure no schools are left in poor condition. As accommodations change so too does projected maintenance cost savings. The overview provided serves as a reminder of why committee members are here doing this important collaborative work. Two handouts were provided for reference and will be posted online.

6. Additional Enrolment Information - Projection Methodology, Residential Development, Demographics

To be reviewed as part of Public Meeting # 2B that follows.

7. Review Community Input from Public Meeting #2A

7.1 Guiding Principles Adaptation?

All work to date has included review of community input.

8. Construct Proposed Commitment Statements Related to the Guiding Principles

Mag Gardner recognized the work that has evolved for identifying the Guiding Principles (Program Offerings, Transportation, Resources, 21 Century Learning), which provide commitment for moving forward. Members formed breakout groups for deep thinking on the Guiding Principles in order to establish speaking points and formulate statements for the Public Meeting that follows. Ideas were shared to move towards development of option/s. Members agreed to the Statements formed:

- **Timeline** - extend to at least September 2015 or until facilities/construction completed; commit to quality teaching and learning environments that support student achievement
- **Facilities** - school facilities and infrastructure meet the needs of our students in the 21st century
- **Program Offerings** - ensure we have specialty rooms (e.g. technology, science lab, music, French, art, learning resource) along with technology that is current date; ensure quality and consistency of programming across all children with the ARC
- **Transportation** - will not exceed 45 minutes

Additional items of interest included the importance of French Immersion, a before and after school program, and assurance for resources moving with students who transition to another school.
Immersion

9. Creation of ARC Option/s

Due to time restraints, specific options were not created. Committee members agreed to participate in an active role at the Public Meeting that follows by sitting with public attendees and writing down any comments and feedback provided towards creation of ARC option/s. Candice Goodale and Brett Humphrey agreed to co-chair the Public Meeting.

10. Next Steps

- Work will continue to formulate accommodation options for presentation at Public Meeting # 3
- **Public Meeting # 2B - November 13, 2013 at Beverly Central**
- **Public Meeting # 3 - December 04, 2013 at Dr. Seaton**
- **Working Group Meeting # 5 - November 27, 2013 at Spencer Valley**

11. Adjournment

The meeting adjourned at 7:30 p.m.

Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting #3 - October 30, 2013
- Draft Minutes - Pubic Meeting # 2A - November 06, 2013
- Program Compliment and School Size Information
- Current and 10 Year Renewal Needs
- 5 Year Capital Expenditures
- Correspondence
- Binder Updates
 - Timeline and Schedule (Tab D)
 - School Information Profile (Tab E)
 - Public Meeting # 2A Presentation (Tab T)

Additional Information (emailed to members following the meeting and posted to the website)

- West Flamborough Planning Area
- Elementary School Builds, Rebuilds and Closures
- Student Distribution
- School Septic Capacities

West Flamborough Accommodation Review Committee

Working Group Meeting # 4

Wednesday, November 13th, 2013

6:00 p.m. – 7:30 p.m.

Beverly Central Elementary School

1346 4th Concession Road, Troy, Ontario

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, Chair
2. Agenda
 - 2.1 Additions/Deletions
 - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #3
 - 3.1 Clarification
 - 3.2 Approval of minutes
4. Minutes from Public Meeting #2
 - 4.1 Clarification
 - 4.2 Approval of minutes
5. Data Requests (agenda package)
 - 5.1 Program Compliment and School Size Information
 - 5.2 Current and 10yr Renewal Needs
 - 5.3 5Yr Capital Expenditures
 - 5.4 Public Meeting #2 November 6th, 2013 Presentation
 - 5.5 Draft Minutes from Working Group Meeting #3
 - 5.6 Draft Minutes from Public Meeting #2A
 - 5.7 Correseponance
6. Additional Enrolment Information–projection methodology, residential development, demographics
7. Review community input from Public Meeting #2A
 - 7.1 Guiding Principles adaptation?
8. Construct proposed commitment statements related to the Guiding Principles
9. Creation of ARC option/s
10. Next Steps
11. Adjournment

Next Working Group Meeting – November 27th, 2013 at Spencer Valley ES

All Accommodation Review Committee Meetings are open to the public



West Flamborough

Accommodation Review Committee Working Group Meeting # 4

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Beverly Central - November 13th, 2013



Elementary Accommodation **Review Committee**



Welcome and Introductions



Elementary Accommodation Review Committee



Agenda

- Provide additional information on enrolment projections
- Review the committee's Guiding Principles and consider community input from Public Meeting #2A
- Committee discussions on options
 - Construct options



Elementary Accommodation **Review Committee**



Additional Enrolment Information



Factors influencing Enrolment Projections

- Historical enrolments
- Grade by grade progression factors
- HWDSB apportionment (share of school age children)
- New residential development
- Immigration (not prevalent)
- Birth rates



Elementary Accommodation Review Committee



Historic Enrolments

Year	JK	SK	1	2	3	4	5	6	7	8	SP-E	Total
2001	71	86	91	104	117	137	129	129	153	175	33	1225
2002	70	81	88	101	127	123	140	138	144	166	36	1214
2003	77	106	131	114	136	136	128	149	143	139	36	1295
2004	97	84	107	132	111	139	137	132	162	150	33	1284
2005	85	101	91	111	129	107	140	139	132	163	36	1234
2006	98	99	103	96	123	129	109	138	145	132	35	1207
2007	105	95	108	106	90	129	128	111	141	144	38	1195
2008	99	106	100	112	104	98	131	126	112	145	36	1169
2009	93	103	104	106	111	105	94	129	126	111	33	1115
2010	86	92	105	103	97	111	100	93	130	123	23	1063
2011	82	83	93	104	108	99	112	97	94	131	24	1027
2012	82	85	82	88	103	111	96	112	95	92	20	966
2013	82	80	83	81	88	104	109	96	112	94	20	950
2014	82	83	78	83	81	89	102	110	96	111	20	936
2015	82	83	81	77	83	82	88	102	110	96	20	904
2016	82	83	79	81	78	84	81	89	103	109	20	890
2017	82	83	79	79	81	78	83	81	89	102	20	858
2018	82	84	79	79	79	82	77	83	81	88	20	835
2019	81	83	80	80	80	80	81	78	83	81	20	826
2020	82	82	79	80	80	80	79	81	78	83	20	823
2021	82	82	78	79	80	80	79	79	81	77	20	815
2022	82	82	78	77	79	80	78	79	79	80	20	815



Elementary Accommodation Review Committee



Apportionment Rates

Elementary Apportionment							Secondary Apportionment						
HWDSB Elementary Students							HWDSB Secondary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
33,109	32,444	31,884	31,372	31,221	31,080	-2,029	18,091	17,877	17,648	17,582	17,213	16,788	-1,303
64.7%	64.6%	64.6%	64.5%	64.7%	64.8%	0.0%	64.4%	63.8%	63.2%	62.4%	62.3%	62.2%	-2.3%
HWDCSB Elementary Students							HWDCSB Secondary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
18,034	17,794	17,496	17,295	17,003	16,911	-1,123	9,985	10,136	10,270	10,598	10,432	10,219	234
35.3%	35.4%	35.4%	35.5%	35.3%	35.2%	0.0%	35.6%	36.2%	36.8%	37.6%	37.7%	37.8%	2.3%

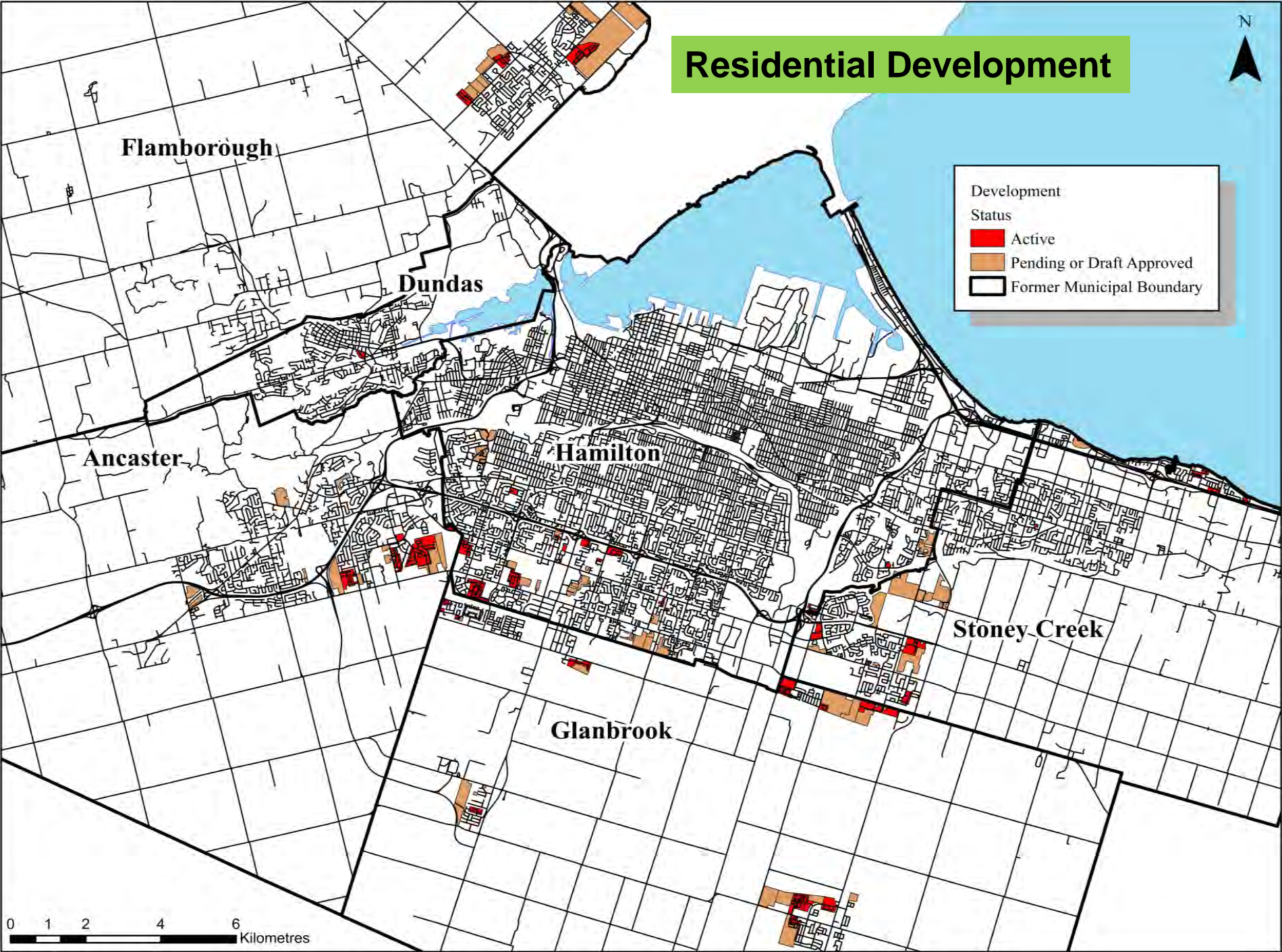
SOURCE: Ministry of Education, School Board Funding Projections for the 2012-2013 School Year (Sept 2012)

Residential Development



Development Status

- Active
- Pending or Draft Approved
- Former Municipal Boundary



0 1 2 4 6 Kilometres



Student Yields from New Residential Development

- Student yields are the calculation of the average number of students a newly constructed home will typically produce.
- Each dwelling type (eg. single family, townhome) has a unique yield.
- Yields vary from area to area.

HWDSB Elementary Yields



= 0.24

100 Single Houses = 24 Students



=0.15

100 Townhomes = 15 Students

HWDSB Secondary Yields



= 0.10

100 Single Houses = 10 Students



=0.05

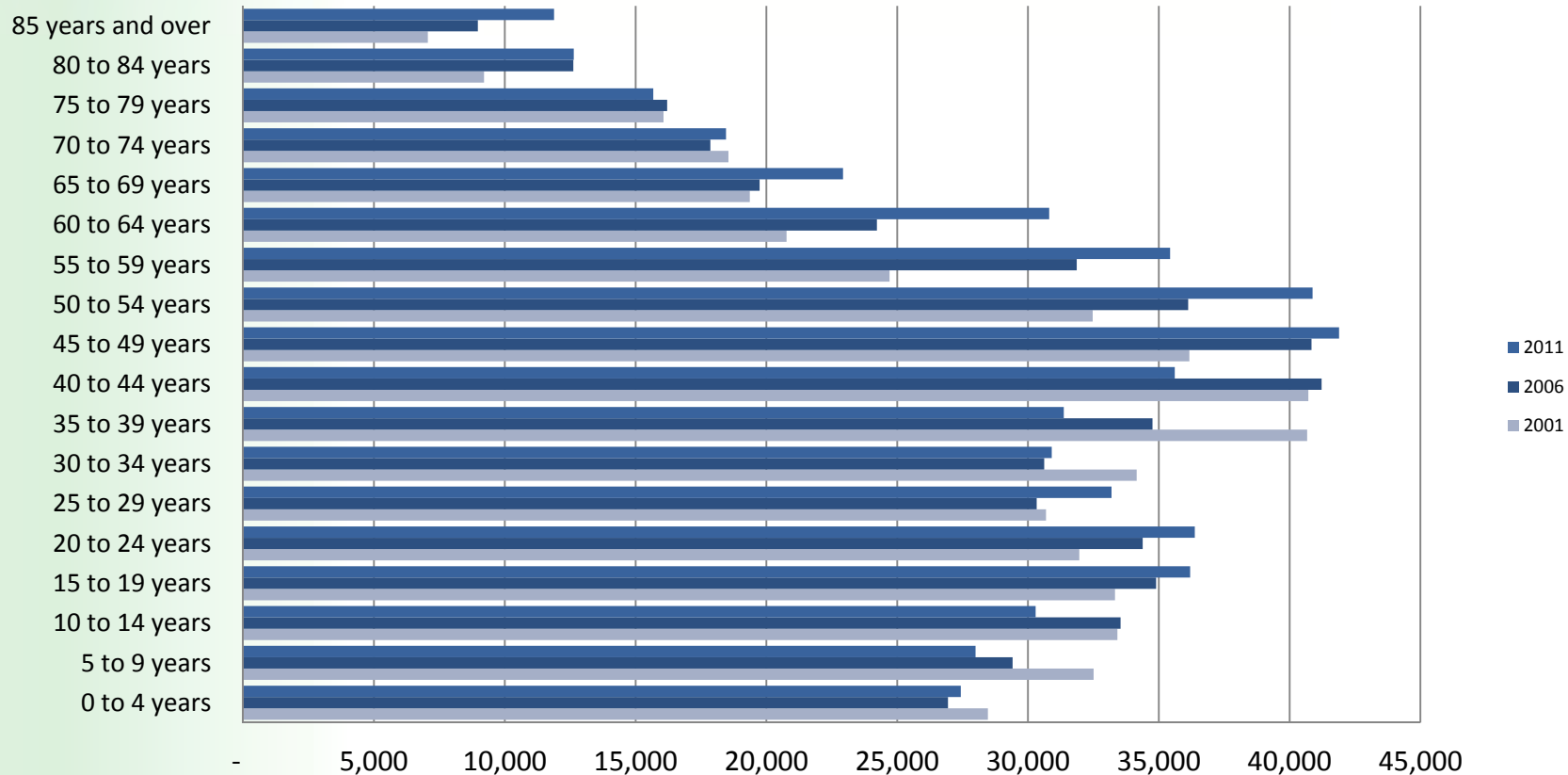
100 Townhomes = 5 Students



Elementary Accommodation Review Committee



Hamilton Population Age Profile 2001-2011



Source: Statistics Canada

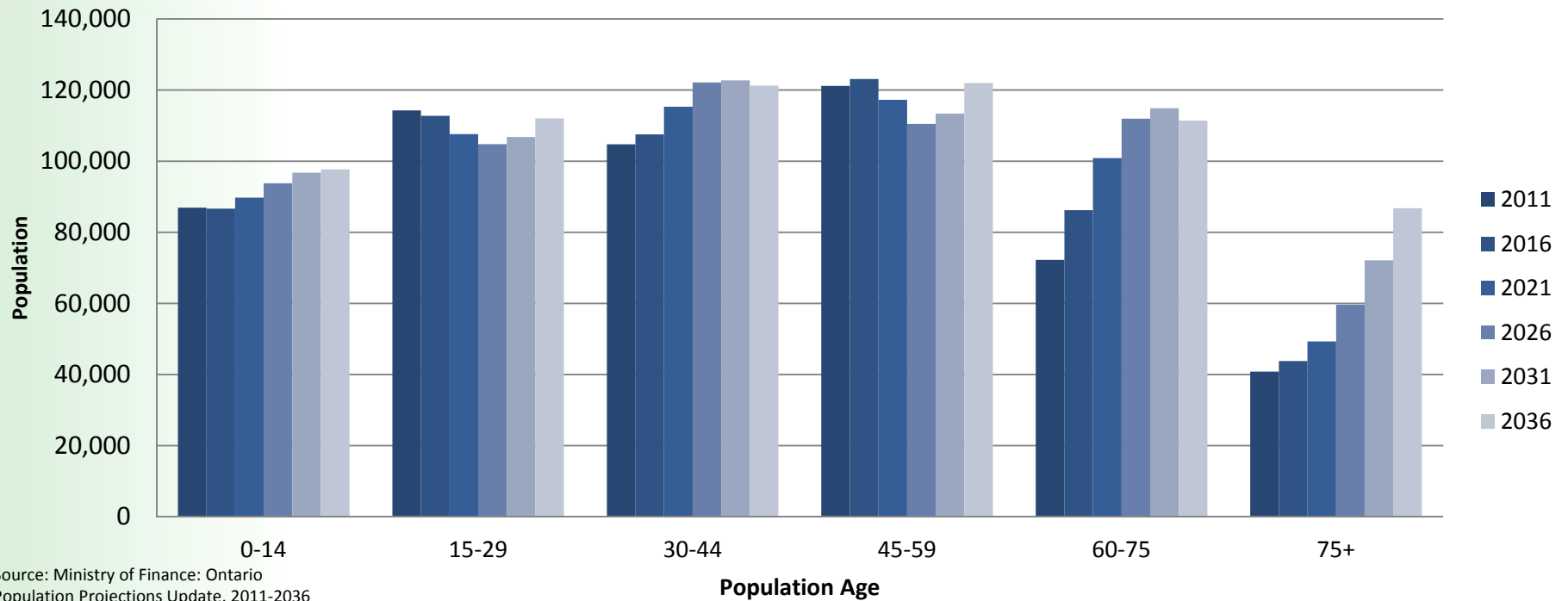
- Hamilton’s population increased 3.1% since 2006
- Province of Ontario increased by 5.7%
- Majority of Hamilton’s population is 40-60
- Aging Population
- Small number of school aged children



Elementary Accommodation Review Committee



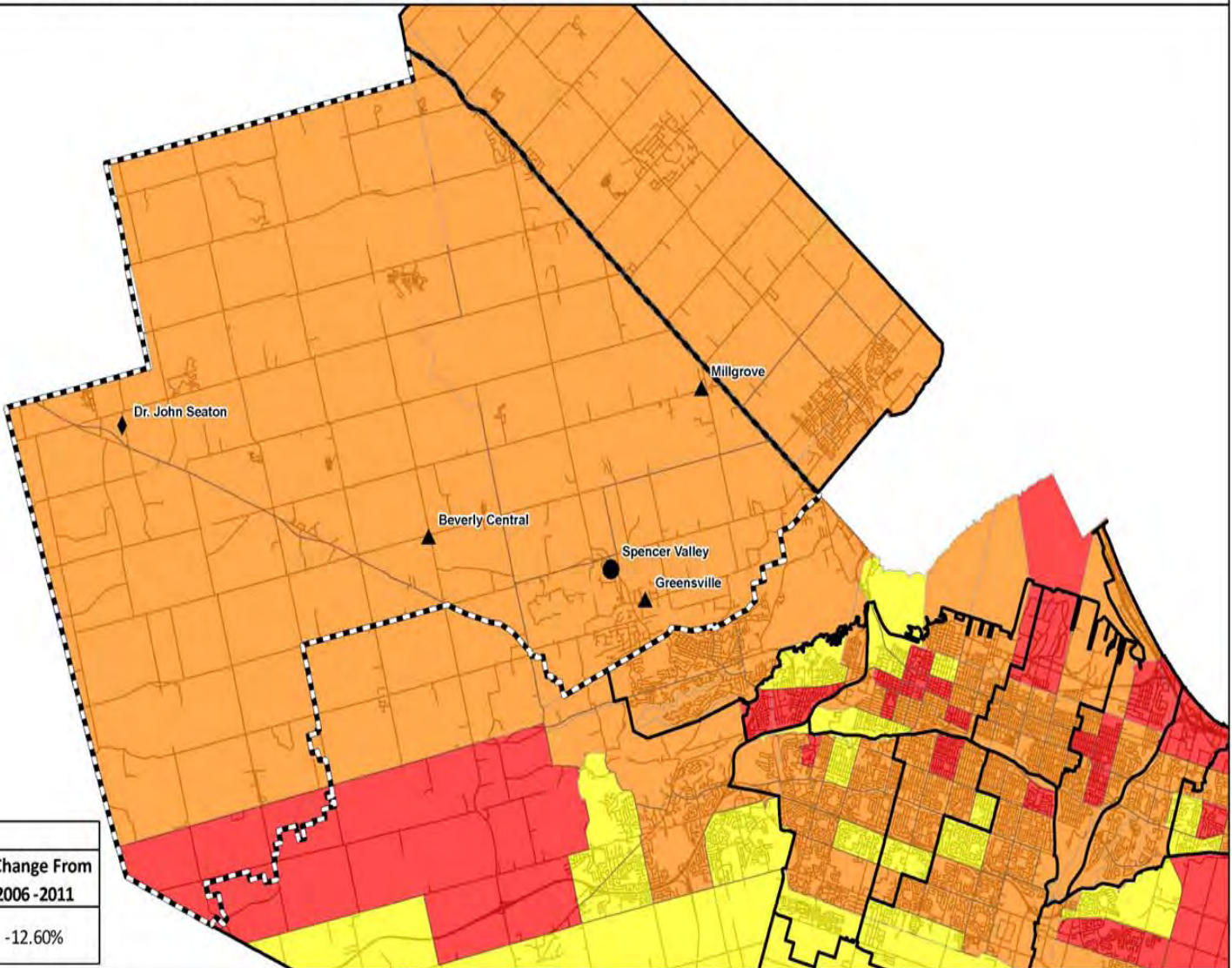
Hamilton Population Projections 2011-2036



Source: Ministry of Finance: Ontario
Population Projections Update, 2011-2036

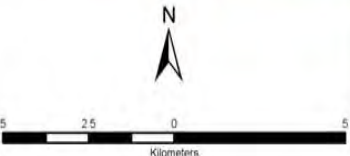
- Hamilton’s aging population cohorts 60yrs and older are experiencing steep increases
- School aged population will experience moderate growth
- The expectation is that this will be reflected in a stabilized elementary panel in the future

West Flamborough - Ages 4 to 13 Years Percentage Difference from 2006-2011



4 - 13 Years of Age				
Planning Area	2006 Total	2011 Total	Change From 2006-2011	% Change From 2006 -2011
West Flamborough	6390	5675	-715	-12.60%

- % Difference from 2006 - 2011**
- 51% - 75%+
 - 26% - 50%
 - 1% - 25%
 - 24% - 0%
 - 50% - -25%
- Jr Elementary Schools
 - Elementary Schools
 - Middle Schools
 - Secondary Schools
 - Planning Areas
 - Census Tracts



Note: Census Tract boundaries represented on this map illustrate the 2006 Census Tracts

Source: Statistics Canada

HWDSB Accommodation and Planning 2013



Elementary Accommodation Review Committee



Population Growth for Rural Hamilton

“The existing population in *Rural Hamilton* is approximately 44,000 and the estimated population in 2031 is projected to decrease slightly to 42,600 persons. Population change in *Rural Hamilton* is influenced by a number of factors. The number of dwelling units will increase because of the large number of vacant legal lots of record. Also, there are areas within Rural Settlement Areas that have the potential for future infill *development*. Although the dwelling units may increase, the demographic trend of declining household size will also contribute to population change in *Rural Hamilton*.”

Table 2. Rural Population Growth

Year	Total Population Growth
2006	44,089
2011	43,255
2021	43,248
2031	42,575
Change 2006-2031	1,514 (-4%)



Elementary Accommodation Review Committee



Population Growth for Rural Hamilton con't...

“Changes in the rural population are influenced not only by demographic factors, but also by policy directions. Policy directives ensure that agricultural, mineral aggregate and environmental resources will be available for future generations, and urban boundary expansions and land fragmentation will be curtailed. At the present time, there are hundreds of vacant residential lots inside the Rural Settlement Areas and approximately 200 outside the Rural Settlement Areas, that could accommodate future residences, therefore there is very little need to create additional lots. Further, municipal services in Rural Settlement Areas will not be expanded which will limit lot creation and, to a certain extent, population growth.”

Rural Hamilton Official Plan

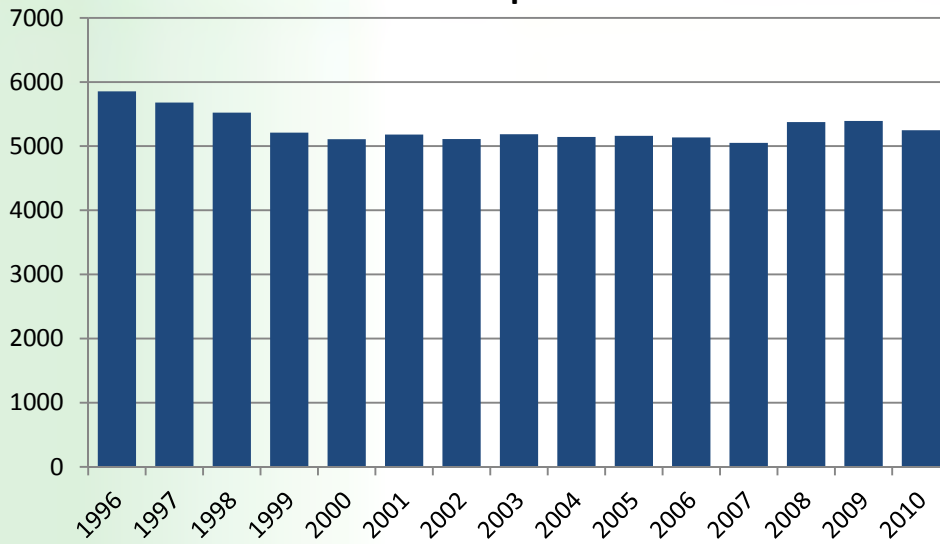
April 25, 2012



Elementary Accommodation Review Committee



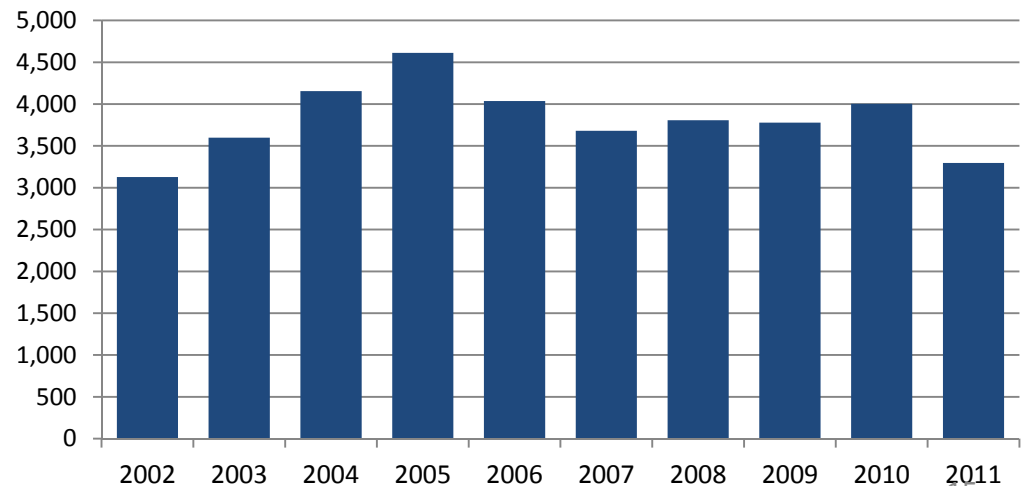
Hamilton-Live Births per Year 1996-2010



- 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: 1996-2006, Health Statistics Division, Statistics Canada
 Source: 2007-2010, Better Outcomes and Registry Network Ontario

Hamilton New Permanent Residents per Year



Source: Citizenship and Immigration Canada

- Immigration is important to stability of Hamilton's population



Elementary Accommodation **Review Committee**



Committee Guiding Principles



Guiding Principles for Decision Making

Program Offerings

Transportation

Resources

21st Century Learning



Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion



Elementary Accommodation Review Committee



Principle #2: Transportation

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)



Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation



Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces



Elementary Accommodation Review Committee



New Considerations Heard from Public Meeting 2A:

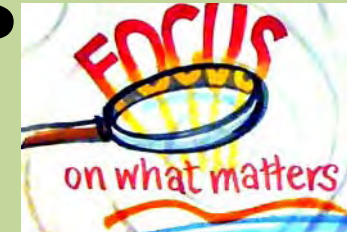
- Making sure schools are ready
- Support for a 2015 implementation of option/s put forward
- New school?
-



Elementary Accommodation Review Committee



Option Discussions





Elementary Accommodation **Review Committee**



Guiding principles for decision making in forming our recommendation

- With input the ARC has finalized their Guiding Principles



Finalized Guiding Principles

Program Offerings

Transportation

Resources

21st Century Learning

??? Additions ???



Start talking options!!!



Elementary Accommodation Review Committee



Next Steps:

- Next working group meeting the committee will continue to formulate accommodation options
- At public meeting #3 we will share those options
- If you have any ideas of your own please share with an accommodation committee member from your school or at arcinfo@hwdsb.on.ca



Elementary Accommodation **Review Committee**



Next Working Group Meeting
November 27th, 2013
at Spencer Valley Elementary School

Objective
Formulate ARC Option/s

Thank You

The Board, through the Program Strategy (available online at www.hwdsb.on.ca) envisions a school system in which all students can find what they need at any of our schools - a place where the placement of programs, supports and facilities makes strategic sense. A place where students feel safe, welcome, included and energized as they are moving closer to their goals. This is about providing a pathway to success for every single one of our students. In the policy that directs the work of each Accommodation Review, it states

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 Boards Long-Term Facilities Master Plan.

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*)
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*)

In that Long Term Facilities Master plan that is built on the Pupil Accommodation Review Guidelines, Ministry of Education (Revised June 2009) and Administrative Review of Accommodation Review Process, Ministry of Education, directs our accommodation review

work. The Board decided on the following **guiding principles for elementary schools** that all accommodation review committees were to consider when creating options and making recommendations:

- 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

In the Program Strategy that guides all work in our schools it is full of research around why we are thinking schools of 500-600 are best for future learning environments. It is stated that the catalyst for this work was a recognition that we needed to ensure that our students graduated from our schools prepared for a future that is changing at an unprecedented rate. This is a rather simple statement; however, it is an extremely complex and multi-faceted one.

Consider the following as three compelling realities that highlight the need to embrace changes:

- our current education system is based on an out-dated industrial model;
- there has been a transformation in how students learn;
- technology provides access to a number of authorities on different subjects bringing into question the role of textbooks and how the role of teacher needs to evolve.

Things to consider are....

Grade span or grade configuration refers to the range of grades that a school comprises. Schools in different countries use several types of grade configuration models including the K-8 model (Kindergarten to grade 8), K-5 model ,6-8 model, 7-12 model and K-12 model. A large focus on students in grades 5 to 6 is not without good reason. Students 11 to 13-years of age are in a sensitive developmental period characterized by the onset of puberty. It is during this developmental phase that *prevention and intervention efforts can be particularly effective in deterring negative trajectories or outcomes* (Combs, et al., 2011.). Coincidentally, it is for these students that most variability exists with regard to the school configuration they are educated in. Given this sensitive developmental period, interventions that alter the student school configuration have the potential of having lasting influence and therefore these decisions warrant ample consideration. The following sections briefly highlights main research findings with regard to outcomes associated with grade configuration for middle grade students.

Limitations

The existing literature examining grade composition is surprisingly very small and limited primarily to the elementary and early secondary grades. Therefore, one should caution generalizing these findings to other age groups.

Grade Configuration and academic achievement

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

Grade configurations and students, social-emotional well-being

Research findings indicate that attending a school with an elementary configuration is beneficial for middle grade students (ages 11 to 13) attendance, motivation and behavior. For example, Franklin and Glascock (1998) found that grade 6 and 7 students in schools with elementary configurations including K-6, K-7 and K-12, had higher attendance, fewer suspensions and fewer behavioral problems relative to students in schools with 6-8 or 7-9 configurations.

Why is an elementary configuration advantageous for middle grade students?

The consistency in research findings for the advantages of elementary configuration for middle grade students, leads to question why this may be. An important factor discussed at length in all of the studies reviewed for this report concerns the stress and demands of transitioning from an elementary to a middle or early secondary school. It is known that school transition have a detrimental influence on school achievement (Lupart & Beran, 2007) and self-esteem (Moore, 1984). The stress associated with school transitions may be particularly intense for students who at the same time are negotiating the physiological and emotional changes brought on by puberty.

Conclusions

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

Attending a school with an elementary configuration is beneficial for middle grade students (ages 11 to 13) attendance, motivation and behavior. The advantage of elementary school configuration is likely related to the following factors:

Students attending schools with elementary configuration do not have to face the stress and demands of transitioning from an elementary to a middle or early secondary school. It is noteworthy however that in Canada, research does not find similar detrimental effects of transitions on academic achievement (e.g., Whitley et al., 2007) as shown in the United States.

Elementary schools are generally regarded as more emotionally supportive than secondary schools, given that students in elementary classrooms are able to bond with primarily one teacher and share most of their time with one set of peers.

Empirical literature also suggests that there is benefit in educating middle grade students in schools with wide-grade compositions (e.g., K to 9, K-12 and 7-12) versus small grade composition (e.g. grade 6-9, 7-9). Wide-grade composition may help to facilitate strong feelings of community and accountability among students and staff.

For further information, the following citations are listed:

- Goldberg, C. N. (2009). *The Future of Learning Institutions in a Digital Age*. MIT.,
- Tapscott, D. (2008). *Grown Up Digital*.,
- 21st Century Fluency Series. (n.d.). *Understanding the Digital Generation*. Retrieved from 21st Century Fluency Series: www.21stcenturyfluency.com
- Canadian Education Association. (2009). *What Did You Do In School Today?*
- Ed Young, H. G.-P. (2003). *Do K-12 School Facilities Affect Education Outcomes?*

Michael Prendergast
Superintendent of Student Achievement
Hamilton-Wentworth District School Board

HWDSB - Current Renewal Needs

Asset	Event	Priority	Cost
Beverly Central PS, Building ID 5418-1	Replacement [D4030 Fire Protection Specialties]	Urgent	\$35,781
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$21,469
Beverly Central PS, Building ID 5418-1	Study [D304003 Heating/Chilling water distribution systems - Original Building]	High	\$10,019
Beverly Central PS, Building ID 5418-1	Replacement [D304003 Heating/Chilling water distribution systems - Original Building]	High	\$286,251
Beverly Central PS, Building ID 5418-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$34,544
Beverly Central PS, Building ID 5418-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$35,781
Beverly Central PS, Building ID 5418-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$50,094
Beverly Central PS, Building ID 5418-1	Replacement [D301002 Gas Supply System - Original Building]	High	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [B3010 Roof Coverings - Original Building]	High	\$400,752
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	High	\$7,157
Beverly Central PS, Building ID 5418-1	Study [D502001 Branch Wiring - Original Building]	High	\$10,019
Beverly Central PS, Building ID 5418-1	Replacement [D502001 Branch Wiring - Original Building]	High	\$357,813
Beverly Central PS, Building ID 5418-1	Major Repair [A1010 Standard Foundations - Original Building]	High	\$7,157
Beverly Central PS, Building ID 5418-1	Replacement [D302005 Auxiliary Equipment - Original Building]	High	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$11,451
Beverly Central PS, Building ID 5418-1	Replacement [D2010 Plumbing Fixtures - Original Building]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Major Repair [C3020 Floor Finishes - Original Building]	Medium	\$21,469
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	Medium	\$24,331
Beverly Central PS, Building ID 5418-1	Replacement [C3030 Ceiling Finishes]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [G2020 Parking Lots]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [C201001 Interior Stair Construction - Original Building - boiler room]	Medium	\$17,443
Beverly Central PS, Building ID 5418-1	Replacement [D503001 Fire Alarm Systems - Original Building]	Medium	\$30,881
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$50,094
Beverly Central PS, Building ID 5418-1	Replacement [G204007 Playing Fields - Site]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$23,756
Beverly Central PS, Building ID 5418-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	Medium	\$81,073
Beverly Central PS, Building ID 5418-1	Replacement [G302005 Septic Tanks - Site]	Medium	\$8,485
Beverly Central PS, Building ID 5418-1	Replacement [B3010 Roof Coverings - Addition 2]	Medium	\$21,211
Beverly Central PS, Building ID 5418-1	Functional Events [F106002 Single Gymnasium - Addition 2]	Low	\$0
Beverly Central PS, Building ID 5418-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$14,226
Beverly Central PS, Building ID 5418-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$7,706
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Addition 1]	Low	\$11,878
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Addition 2]	Low	\$11,878
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$224,665
Beverly Central PS, Building ID 5418-1	Functional Events [F106003 Library Resource Centre - Addition 2]	Low	\$0
Beverly Central PS, Building ID 5418-1	Replacement [D304001 Air Distribution, Heating & Cooling - Original Building]	Low	\$258,874
Beverly Central PS, Building ID 5418-1	Replacement [D503004 Public Address Systems - Original Building]	Low	\$26,026

Beverly Central Current RN

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Beverly Central PS, Building ID 5418-1	Replacement [D502001 Branch Wiring - Addition 1]	Low	\$29,696
Beverly Central PS, Building ID 5418-1	Replacement [D502001 Branch Wiring - Addition 2]	Low	\$29,696
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	Low	\$45,640
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	Low	\$131,639
Beverly Central PS, Building ID 5418-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$44,853
Beverly Central PS, Building ID 5418-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$16,917
Beverly Central PS, Building ID 5418-1	Replacement [G2010 Roadways]	Low	\$17,891
Beverly Central PS, Building ID 5418-1	Replacement [C1010 Partitions - Original Building]	Low	\$10,623
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$56,499
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$14,540
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$14,540

\$ 2,600,690.00

HWDSB - 10 Year Renewal Needs

Asset	Event	Priority	Cost
Beverly Central PS, Building ID 5418-1	Replacement [D4030 Fire Protection Specialties]	Urgent	\$35,781
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$21,469
Beverly Central PS, Building ID 5418-1	Study [D304003 Heating/Chilling water distribution systems - Original Building]	High	\$10,019
Beverly Central PS, Building ID 5418-1	Replacement [D304003 Heating/Chilling water distribution systems - Original Building]	High	\$286,251
Beverly Central PS, Building ID 5418-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$34,544
Beverly Central PS, Building ID 5418-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$35,781
Beverly Central PS, Building ID 5418-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$50,094
Beverly Central PS, Building ID 5418-1	Replacement [D301002 Gas Supply System - Original Building]	High	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [B3010 Roof Coverings - Original Building]	High	\$400,752
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	High	\$7,157
Beverly Central PS, Building ID 5418-1	Study [D502001 Branch Wiring - Original Building]	High	\$10,019
Beverly Central PS, Building ID 5418-1	Replacement [D502001 Branch Wiring - Original Building]	High	\$357,813
Beverly Central PS, Building ID 5418-1	Major Repair [A1010 Standard Foundations - Original Building]	High	\$7,157
Beverly Central PS, Building ID 5418-1	Replacement [D302005 Auxiliary Equipment - Original Building]	High	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$11,451
Beverly Central PS, Building ID 5418-1	Replacement [D2010 Plumbing Fixtures - Original Building]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Major Repair [C3020 Floor Finishes - Original Building]	Medium	\$21,469
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	Medium	\$24,331
Beverly Central PS, Building ID 5418-1	Replacement [C3030 Ceiling Finishes]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [G2020 Parking Lots]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [C201001 Interior Stair Construction - Original Building - boiler room]	Medium	\$17,443
Beverly Central PS, Building ID 5418-1	Replacement [D503001 Fire Alarm Systems - Original Building]	Medium	\$30,881
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$50,094
Beverly Central PS, Building ID 5418-1	Replacement [G204007 Playing Fields - Site]	Medium	\$14,312
Beverly Central PS, Building ID 5418-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$23,756
Beverly Central PS, Building ID 5418-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	Medium	\$81,073
Beverly Central PS, Building ID 5418-1	Replacement [G302005 Septic Tanks - Site]	Medium	\$8,485
Beverly Central PS, Building ID 5418-1	Replacement [B3010 Roof Coverings - Addition 2]	Medium	\$21,211
Beverly Central PS, Building ID 5418-1	Functional Events [F106002 Single Gymnasium - Addition 2]	Low	\$0
Beverly Central PS, Building ID 5418-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$14,226
Beverly Central PS, Building ID 5418-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$7,706
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Addition 1]	Low	\$11,878
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Addition 2]	Low	\$11,878
Beverly Central PS, Building ID 5418-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$224,665
Beverly Central PS, Building ID 5418-1	Functional Events [F106003 Library Resource Centre - Addition 2]	Low	\$0
Beverly Central PS, Building ID 5418-1	Replacement [D304001 Air Distribution, Heating & Cooling - Original Building]	Low	\$258,874
Beverly Central PS, Building ID 5418-1	Replacement [D503004 Public Address Systems - Original Building]	Low	\$26,026

Beverly Central 10YR RN

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Beverly Central PS, Building ID 5418-1	Replacement [D502001 Branch Wiring - Addition 1]	Low	\$29,696
Beverly Central PS, Building ID 5418-1	Replacement [D502001 Branch Wiring - Addition 2]	Low	\$29,696
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	Low	\$45,640
Beverly Central PS, Building ID 5418-1	Replacement [C1030 Fittings - Original Building]	Low	\$131,639
Beverly Central PS, Building ID 5418-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$44,853
Beverly Central PS, Building ID 5418-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$16,917
Beverly Central PS, Building ID 5418-1	Replacement [C3030 Ceiling Finishes - Original Building]	Low	\$178,819
Beverly Central PS, Building ID 5418-1	Replacement [G2010 Roadways]	Low	\$17,891
Beverly Central PS, Building ID 5418-1	Replacement [C1010 Partitions - Original Building]	Low	\$10,623
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$56,499
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$14,540
Beverly Central PS, Building ID 5418-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$14,540
Beverly Central PS, Building ID 5418-1	Replacement [D3060 Controls & Instrumentation - Original Building]	N/A	\$115,673

\$ 2,895,182.00

HWDSB - Current Renewal Needs

Asset	Event	Priority	Cost
Dr John Seaton PS, Building ID 5700-1	Replacement [D501002 Secondary - Original Building]	High	\$71,563
Dr John Seaton PS, Building ID 5700-1	Replacement [C3010 Wall Finishes - Original Building]	High	\$106,470
Dr John Seaton PS, Building ID 5700-1	Replacement [C3010 Wall Finishes - Original Building]	High	\$71,563
Dr John Seaton PS, Building ID 5700-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$229,000
Dr John Seaton PS, Building ID 5700-1	Study [D2020 Domestic Water Distribution - Original Building] : Replacement of Plumbing Piping Systems - O	Medium	\$7,157
Dr John Seaton PS, Building ID 5700-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	\$40,511
Dr John Seaton PS, Building ID 5700-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	\$21,469
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Medium	\$214,688
Dr John Seaton PS, Building ID 5700-1	Replacement [D304007 Exhaust Systems - Original Building]	Medium	\$10,735
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Medium	\$50,094
Dr John Seaton PS, Building ID 5700-1	Replacement [C3030 Ceiling Finishes - Original Building]	Medium	\$271,938
Dr John Seaton PS, Building ID 5700-1	Replacement [C201001 Interior Stair Construction - Original Building - stage]	Medium	\$27,273
Dr John Seaton PS, Building ID 5700-1	Replacement [D4030 Fire Protection Specialties - Original Building]	Medium	\$8,290
Dr John Seaton PS, Building ID 5700-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$34,589
Dr John Seaton PS, Building ID 5700-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$34,589
Dr John Seaton PS, Building ID 5700-1	Replacement [D509003 Grounding Systems - Original Building]	Medium	\$10,659
Dr John Seaton PS, Building ID 5700-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$17,787
Dr John Seaton PS, Building ID 5700-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$9,635
Dr John Seaton PS, Building ID 5700-1	Functional Events [F106002 Single Gymnasium - Original Building]	Low	\$0
Dr John Seaton PS, Building ID 5700-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$351,280
Dr John Seaton PS, Building ID 5700-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$18,548
Dr John Seaton PS, Building ID 5700-1	Functional Events [F106003 Library Resource Centre - Original Building]	Low	\$0
Dr John Seaton PS, Building ID 5700-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Low	\$10,497
Dr John Seaton PS, Building ID 5700-1	Replacement [C3020 Floor Finishes - Original Building - stage]	Low	\$64,593
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Low	\$57,250
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Low	\$80,150
Dr John Seaton PS, Building ID 5700-1	Replacement [D502001 Branch Wiring - Original Building]	Low	\$461,442
Dr John Seaton PS, Building ID 5700-1	Replacement [C3030 Ceiling Finishes - Original Building]	Low	\$20,270
Dr John Seaton PS, Building ID 5700-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$70,130
Dr John Seaton PS, Building ID 5700-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$26,453
Dr John Seaton PS, Building ID 5700-1	Replacement [C1010 Partitions - Original Building - classrooms only]	Low	\$16,610
Dr John Seaton PS, Building ID 5700-1	Replacement [G204007 Playing Fields - Site]	Low	\$15,225

\$ 2,430,458.00

HWDSB - 10 Year Renewal Needs

Asset	Event	Priority	Cost
Dr John Seaton PS, Building ID 5700-1	Replacement [D501002 Secondary - Original Building]	High	\$71,563
Dr John Seaton PS, Building ID 5700-1	Replacement [C3010 Wall Finishes - Original Building]	High	\$106,470
Dr John Seaton PS, Building ID 5700-1	Replacement [C3010 Wall Finishes - Original Building]	High	\$71,563
Dr John Seaton PS, Building ID 5700-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$229,000
Dr John Seaton PS, Building ID 5700-1	Study [D2020 Domestic Water Distribution - Original Building] : Replacement of Plumbing Piping Systems - O	Medium	\$7,157
Dr John Seaton PS, Building ID 5700-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	\$40,511
Dr John Seaton PS, Building ID 5700-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	\$21,469
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Medium	\$214,688
Dr John Seaton PS, Building ID 5700-1	Replacement [D304007 Exhaust Systems - Original Building]	Medium	\$10,735
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Medium	\$50,094
Dr John Seaton PS, Building ID 5700-1	Replacement [C3030 Ceiling Finishes - Original Building]	Medium	\$271,938
Dr John Seaton PS, Building ID 5700-1	Replacement [C201001 Interior Stair Construction - Original Building - stage]	Medium	\$27,273
Dr John Seaton PS, Building ID 5700-1	Replacement [D4030 Fire Protection Specialties - Original Building]	Medium	\$8,290
Dr John Seaton PS, Building ID 5700-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$34,589
Dr John Seaton PS, Building ID 5700-1	Replacement [D501001 Main Transformers - Original Building]	Medium	\$37,250
Dr John Seaton PS, Building ID 5700-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$34,589
Dr John Seaton PS, Building ID 5700-1	Replacement [G302005 Septic Tanks - Site]	Medium	\$8,485
Dr John Seaton PS, Building ID 5700-1	Replacement [D509003 Grounding Systems - Original Building]	Medium	\$10,659
Dr John Seaton PS, Building ID 5700-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$17,787
Dr John Seaton PS, Building ID 5700-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$9,635
Dr John Seaton PS, Building ID 5700-1	Functional Events [F106002 Single Gymnasium - Original Building]	Low	\$0
Dr John Seaton PS, Building ID 5700-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$351,280
Dr John Seaton PS, Building ID 5700-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$18,548
Dr John Seaton PS, Building ID 5700-1	Functional Events [F106003 Library Resource Centre - Original Building]	Low	\$0
Dr John Seaton PS, Building ID 5700-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Low	\$10,497
Dr John Seaton PS, Building ID 5700-1	Replacement [C3020 Floor Finishes - Original Building - stage]	Low	\$64,593
Dr John Seaton PS, Building ID 5700-1	Replacement [D503008 Security Systems - Original Building]	Low	\$10,497
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Low	\$57,250
Dr John Seaton PS, Building ID 5700-1	Replacement [C1030 Fittings - Original Building]	Low	\$80,150
Dr John Seaton PS, Building ID 5700-1	Replacement [D502001 Branch Wiring - Original Building]	Low	\$461,442
Dr John Seaton PS, Building ID 5700-1	Replacement [C3030 Ceiling Finishes - Original Building]	Low	\$20,270
Dr John Seaton PS, Building ID 5700-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$70,130
Dr John Seaton PS, Building ID 5700-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$26,453
Dr John Seaton PS, Building ID 5700-1	Replacement [C1010 Partitions - Original Building - classrooms only]	Low	\$16,610
Dr John Seaton PS, Building ID 5700-1	Replacement [G204007 Playing Fields - Site]	Low	\$15,225
Dr John Seaton PS, Building ID 5700-1	Replacement [C3020 Floor Finishes - Original Building]	N/A	\$139,553
Dr John Seaton PS, Building ID 5700-1	Replacement [D503099 Other Communications & Alarm Systems - Original Building]	N/A	\$15,394
Dr John Seaton PS, Building ID 5700-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	N/A	\$126,765
Dr John Seaton PS, Building ID 5700-1	Replacement [D502002 Lighting Equipment - Original Building]	N/A	\$41,986
Dr John Seaton PS, Building ID 5700-1	Replacement [D2020 Domestic Water Distribution - Original Building]	N/A	\$7,424

\$2,817,812

HWDSB - Current Renewal Needs

Asset	Event	Priority	Cost
Greenville PS, Building ID 8596-1	Replacement [G302005 Septic Tanks - Site]	Urgent	\$42,938
Greenville PS, Building ID 8596-1	Major Repair [C3020 Floor Finishes]	High	\$7,157
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$195,530
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Original Building]	High	\$42,938
Greenville PS, Building ID 8596-1	Study [D502001 Branch Wiring - Original Building] [04.2-060 Cabling, Raceways & Bus Ducts -	High	\$7,157
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Original Building]	High	\$107,344
Greenville PS, Building ID 8596-1	Replacement [D503004 Public Address Systems]	High	\$35,781
Greenville PS, Building ID 8596-1	Replacement [G2010 Roadways]	High	\$14,312
Greenville PS, Building ID 8596-1	Replacement [B2010 Exterior Walls - Original Building]	High	\$526,671
Greenville PS, Building ID 8596-1	Study [B2010 Exterior Walls - Original Building]	High	\$14,312
Greenville PS, Building ID 8596-1	Major Repair [B2010 Exterior Walls - Original Building]	High	\$143,125
Greenville PS, Building ID 8596-1	Replacement [B2030 Exterior Doors - Original Building]	High	\$25,763
Greenville PS, Building ID 8596-1	Replacement [B2030 Exterior Doors - Original Building]	High	\$15,744
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$14,312
Greenville PS, Building ID 8596-1	Replacement [D2010 Plumbing Fixtures - Original Building]	Medium	\$57,250
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	\$7,157
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Addition 1]	Medium	\$7,157
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes]	Medium	\$28,625
Greenville PS, Building ID 8596-1	Replacement [C1030 Fittings]	Medium	\$24,331
Greenville PS, Building ID 8596-1	Replacement [C3030 Ceiling Finishes - Original Building]	Medium	\$114,501
Greenville PS, Building ID 8596-1	Replacement [G2030 Pedestrian Paving]	Medium	\$21,469
Greenville PS, Building ID 8596-1	Replacement [C3030 Ceiling Finishes]	Medium	\$7,157
Greenville PS, Building ID 8596-1	Replacement [D4030 Fire Protection Specialties - Original Building]	Medium	\$10,027
Greenville PS, Building ID 8596-1	Replacement [D4030 Fire Protection Specialties - Addition 1]	Medium	\$669,316
Greenville PS, Building ID 8596-1	Replacement [C1010 Partitions - Original Building]	Medium	\$351,623
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$100,187
Greenville PS, Building ID 8596-1	Replacement [D501003 Main Switchboards - Addition 1]	Medium	\$1,185,667
Greenville PS, Building ID 8596-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	Medium	\$76,673
Greenville PS, Building ID 8596-1	Replacement [B2010 Exterior Walls - Addition 1]	Medium	\$824,108
Greenville PS, Building ID 8596-1	Functional Events [F106002 Single Gymnasium - Addition 5]	Low	\$0
Greenville PS, Building ID 8596-1	Replacement [D302005 Auxiliary Equipment - Original Building]	Low	\$25,786
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$48,250
Greenville PS, Building ID 8596-1	Functional Events [F106003 Library Resource Centre - Original Building]	Low	\$0
Greenville PS, Building ID 8596-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Low	\$257,212
Greenville PS, Building ID 8596-1	Replacement [C1030 Fittings - Original Building]	Low	\$45,481
Greenville PS, Building ID 8596-1	Replacement [C1030 Fittings - Original Building]	Low	\$132,689
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 5]	Low	\$28,281
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 2]	Low	\$28,281

Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 3]	Low	\$28,281
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 4]	Low	\$28,281
Greenville PS, Building ID 8596-1	Replacement [C3030 Ceiling Finishes - Addition 1]	Low	\$54,007
Greenville PS, Building ID 8596-1	Replacement [C1020 Interior Doors - Addition 1]	Low	\$75,050
Greenville PS, Building ID 8596-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$89,078
Greenville PS, Building ID 8596-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$33,600
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$543,569
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Addition 1]	Low	\$607,518
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Addition 1]	Low	\$607,518
Greenville PS, Building ID 8596-1	Replacement [G204007 Playing Fields - Site]	Low	\$35,781

\$ 7,346,995.00

HWDSB - 10 Year Renewal Needs

Asset	Event	Priority	Year	Cost
Greenville PS, Building ID 8596-1	Replacement [G302005 Septic Tanks - Site]	Urgent	2012	\$42,938
Greenville PS, Building ID 8596-1	Major Repair [C3020 Floor Finishes]	High	2012	\$7,157
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Original Building]	High	2013	\$195,530
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Original Building]	High	2012	\$42,938
Greenville PS, Building ID 8596-1	Study [D502001 Branch Wiring - Original Building] [04.2-060 Cabling, Raceways & Bus Ducts -	High	2012	\$7,157
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Original Building]	High	2012	\$107,344
Greenville PS, Building ID 8596-1	Replacement [D503004 Public Address Systems]	High	2012	\$35,781
Greenville PS, Building ID 8596-1	Replacement [G2010 Roadways]	High	2012	\$14,312
Greenville PS, Building ID 8596-1	Replacement [B2010 Exterior Walls - Original Building]	High	2012	\$426,671
Greenville PS, Building ID 8596-1	Study [B2010 Exterior Walls - Original Building]	High	2012	\$14,312
Greenville PS, Building ID 8596-1	Major Repair [B2010 Exterior Walls - Original Building]	High	2012	\$143,125
Greenville PS, Building ID 8596-1	Replacement [B2030 Exterior Doors - Original Building]	High	2012	\$25,763
Greenville PS, Building ID 8596-1	Replacement [B2030 Exterior Doors - Original Building]	High	2012	\$15,744
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Original Building]	High	2012	\$14,312
Greenville PS, Building ID 8596-1	Replacement [D2010 Plumbing Fixtures - Original Building]	Medium	2012	\$57,250
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	2012	\$7,157
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes - Addition 1]	Medium	2012	\$7,157
Greenville PS, Building ID 8596-1	Replacement [C3020 Floor Finishes]	Medium	2012	\$28,625
Greenville PS, Building ID 8596-1	Replacement [C1030 Fittings]	Medium	2012	\$24,331
Greenville PS, Building ID 8596-1	Replacement [C3030 Ceiling Finishes - Original Building]	Medium	2012	\$114,501
Greenville PS, Building ID 8596-1	Replacement [G2030 Pedestrian Paving]	Medium	2012	\$21,469
Greenville PS, Building ID 8596-1	Replacement [C3030 Ceiling Finishes]	Medium	2012	\$7,157
Greenville PS, Building ID 8596-1	Replacement [D4030 Fire Protection Specialties - Original Building]	Medium	2012	\$10,027
Greenville PS, Building ID 8596-1	Replacement [D4030 Fire Protection Specialties - Addition 1]	Medium	2012	\$569,316
Greenville PS, Building ID 8596-1	Replacement [C1010 Partitions - Original Building]	Medium	2012	\$351,623
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	2012	\$100,187
Greenville PS, Building ID 8596-1	Replacement [D501003 Main Switchboards - Addition 1]	Medium	2012	\$1,185,667
Greenville PS, Building ID 8596-1	Replacement [D501001 Main Transformers - Addition 1]	Medium	2015	\$938,115
Greenville PS, Building ID 8596-1	Replacement [G30 Site Civil/Mechanical Utilities - Site]	Medium	2014	\$76,673
Greenville PS, Building ID 8596-1	Replacement [B2010 Exterior Walls - Addition 1]	Medium	2012	\$624,108
Greenville PS, Building ID 8596-1	Functional Events [F106002 Single Gymnasium - Addition 5]	Low	2012	\$0
Greenville PS, Building ID 8596-1	Replacement [D302005 Auxiliary Equipment - Original Building]	Low	2012	\$25,786
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	2012	\$48,250
Greenville PS, Building ID 8596-1	Functional Events [F106003 Library Resource Centre - Original Building]	Low	2012	\$0
Greenville PS, Building ID 8596-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Low	2012	\$257,212
Greenville PS, Building ID 8596-1	Replacement [C1030 Fittings - Original Building]	Low	2012	\$45,481
Greenville PS, Building ID 8596-1	Replacement [C1030 Fittings - Original Building]	Low	2012	\$132,689
Greenville PS, Building ID 8596-1	Replacement [C1030 Fittings - Original Building]	Low	2015	\$248,367
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 5]	Low	2014	\$28,281
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 2]	Low	2012	\$28,281

Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 3]	Low	2012	\$28,281
Greenville PS, Building ID 8596-1	Replacement [D502001 Branch Wiring - Addition 4]	Low	2012	\$28,281
Greenville PS, Building ID 8596-1	Replacement [C3030 Ceiling Finishes - Addition 1]	Low	2012	\$54,007
Greenville PS, Building ID 8596-1	Replacement [C1020 Interior Doors - Addition 1]	Low	2016	\$175,114
Greenville PS, Building ID 8596-1	Replacement [C1020 Interior Doors - Addition 1]	Low	2012	\$75,050
Greenville PS, Building ID 8596-1	Replacement [C1020 Interior Doors - Original Building]	Low	2012	\$89,078
Greenville PS, Building ID 8596-1	Replacement [C1020 Interior Doors - Original Building]	Low	2012	\$33,600
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Original Building]	Low	2012	\$543,569
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Addition 1]	Low	2012	\$507,518
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Addition 1]	Low	2013	\$607,518
Greenville PS, Building ID 8596-1	Replacement [G204007 Playing Fields - Site]	Low	2012	\$35,781
Greenville PS, Building ID 8596-1	Replacement [C3010 Wall Finishes - Hallways]	N/A	2018	\$11,005
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Addition 2]	N/A	2021	\$11,313
Greenville PS, Building ID 8596-1	Replacement [B3010 Roof Coverings - Addition 3]	N/A	2021	\$21,211
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Addition 4]	N/A	2021	\$11,313
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Addition 3]	N/A	2021	\$11,313
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Addition 1]	N/A	2021	\$308,273
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Addition 1]	N/A	2021	\$9,381
Greenville PS, Building ID 8596-1	Replacement [D503099 Other Communications & Alarm Systems - Original Building]	N/A	2018	\$17,692
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Original Building]	N/A	2021	\$11,720
Greenville PS, Building ID 8596-1	Replacement [D502002 Lighting Equipment - Original Building]	N/A	2021	\$424,944

\$9,046,756

HWDSB - Current Renewal Needs

Asset	Event	Priority	Cost
Millgrove PS, Building ID 6292-1	Replacement [B2010 Exterior Walls - Original Building]	High	\$402,137
Millgrove PS, Building ID 6292-1	Major Repair [B2010 Exterior Walls - Original Building]	High	\$21,469
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$11,451
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$14,312
Millgrove PS, Building ID 6292-1	Replacement [C3020 Floor Finishes]	Medium	\$22,900
Millgrove PS, Building ID 6292-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$30,636
Millgrove PS, Building ID 6292-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$35,781
Millgrove PS, Building ID 6292-1	Replacement [G302005 Septic Tanks - Site]	Medium	\$8,485
Millgrove PS, Building ID 6292-1	Replacement [B3010 Roof Coverings - Addition 2]	Medium	\$21,211
Millgrove PS, Building ID 6292-1	Replacement [D3050 Terminal & Package Units - Original Building]	Low	\$75,655
Millgrove PS, Building ID 6292-1	Functional Events [F106002 Single Gymnasium - Original Building]	Low	\$0
Millgrove PS, Building ID 6292-1	Functional Events [F106003 Library Resource Centre]	Low	\$0
Millgrove PS, Building ID 6292-1	Replacement [C3020 Floor Finishes - Original Building]	Low	\$27,822
Millgrove PS, Building ID 6292-1	Replacement [C3020 Floor Finishes - Original Building - stage]	Low	\$177,664
Millgrove PS, Building ID 6292-1	Replacement [D502001 Branch Wiring - Addition 1]	Low	\$29,696
Millgrove PS, Building ID 6292-1	Replacement [C1030 Fittings - Original Building]	Low	\$76,210
Millgrove PS, Building ID 6292-1	Replacement [C1030 Fittings - Original Building]	Low	\$42,751
Millgrove PS, Building ID 6292-1	Replacement [D502001 Branch Wiring - Addition 2]	Low	\$29,696
Millgrove PS, Building ID 6292-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$25,965
Millgrove PS, Building ID 6292-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$9,794
Millgrove PS, Building ID 6292-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$147,986
Millgrove PS, Building ID 6292-1	Replacement [C1010 Partitions - Original Building]	Low	\$102,498

\$ 1,314,119.00

HWDSB -10 Year Renewal Needs

Asset	Event	Priority	Cost
Millgrove PS, Building ID 6292-1	Replacement [B2010 Exterior Walls - Original Building]	High	\$402,137
Millgrove PS, Building ID 6292-1	Major Repair [B2010 Exterior Walls - Original Building]	High	\$21,469
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$11,451
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$14,312
Millgrove PS, Building ID 6292-1	Replacement [C3020 Floor Finishes]	Medium	\$22,900
Millgrove PS, Building ID 6292-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$30,636
Millgrove PS, Building ID 6292-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$35,781
Millgrove PS, Building ID 6292-1	Replacement [G302005 Septic Tanks - Site]	Medium	\$8,485
Millgrove PS, Building ID 6292-1	Replacement [B3010 Roof Coverings - Addition 2]	Medium	\$21,211
Millgrove PS, Building ID 6292-1	Replacement [D3050 Terminal & Package Units - Original Building]	Low	\$75,655
Millgrove PS, Building ID 6292-1	Functional Events [F106002 Single Gymnasium - Original Building]	Low	\$0
Millgrove PS, Building ID 6292-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$10,824
Millgrove PS, Building ID 6292-1	Functional Events [F106003 Library Resource Centre]	Low	\$0
Millgrove PS, Building ID 6292-1	Replacement [C3020 Floor Finishes - Original Building]	Low	\$27,822
Millgrove PS, Building ID 6292-1	Replacement [C3020 Floor Finishes - Original Building - stage]	Low	\$177,664
Millgrove PS, Building ID 6292-1	Replacement [D502001 Branch Wiring - Addition 1]	Low	\$29,696
Millgrove PS, Building ID 6292-1	Replacement [C1030 Fittings - Original Building]	Low	\$76,210
Millgrove PS, Building ID 6292-1	Replacement [C1030 Fittings - Original Building]	Low	\$42,751
Millgrove PS, Building ID 6292-1	Replacement [D502001 Branch Wiring - Addition 2]	Low	\$29,696
Millgrove PS, Building ID 6292-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$25,965
Millgrove PS, Building ID 6292-1	Replacement [C1020 Interior Doors - Original Building]	Low	\$9,794
Millgrove PS, Building ID 6292-1	Replacement [C3010 Wall Finishes - Original Building]	Low	\$147,986
Millgrove PS, Building ID 6292-1	Replacement [C1010 Partitions - Original Building]	Low	\$102,498
Millgrove PS, Building ID 6292-1	Replacement [B3010 Roof Coverings - Addition 1]	N/A	\$21,211
Millgrove PS, Building ID 6292-1	Replacement [C3030 Ceiling Finishes - Original Building]	N/A	\$138,260
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Addition 1]	N/A	\$11,878
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Addition 2]	N/A	\$11,878
Millgrove PS, Building ID 6292-1	Replacement [B3010 Roof Coverings - Addition 3 - boiler room]	N/A	\$21,211
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Addition 3 - boiler room]	N/A	\$11,878
Millgrove PS, Building ID 6292-1	Replacement [D3060 Controls & Instrumentation - Original Building]	N/A	\$66,966
Millgrove PS, Building ID 6292-1	Replacement [D502002 Lighting Equipment - Original Building]	N/A	\$130,065

\$ 1,738,290.00

HWDSB - Current Renewal Needs

Asset	Event	Priority	Cost
Spencer Valley PS, Building ID 6713-1	Replacement [D501002 Secondary - Original Building]	Urgent	\$71,563
Spencer Valley PS, Building ID 6713-1	Replacement [D501003 Main Switchboards]	High	\$42,938
Spencer Valley PS, Building ID 6713-1	Replacement [D2010 Plumbing Fixtures - Original Building]	High	\$71,563
Spencer Valley PS, Building ID 6713-1	Major Repair [C3020 Floor Finishes - Original Building]	High	\$14,312
Spencer Valley PS, Building ID 6713-1	Replacement [G2030 Pedestrian Paving]	High	\$21,469
Spencer Valley PS, Building ID 6713-1	Replacement [G2020 Parking Lots]	High	\$50,094
Spencer Valley PS, Building ID 6713-1	Replacement [G2010 Roadways]	High	\$35,781
Spencer Valley PS, Building ID 6713-1	Replacement [C3030 Ceiling Finishes - Original Building]	High	\$250,469
Spencer Valley PS, Building ID 6713-1	Replacement [C1020 Interior Doors - Original Building]	High	\$64,406
Spencer Valley PS, Building ID 6713-1	Replacement [C1020 Interior Doors - Original Building]	High	\$24,331
Spencer Valley PS, Building ID 6713-1	Replacement [G204007 Playing Fields]	High	\$7,157
Spencer Valley PS, Building ID 6713-1	Replacement [B2030 Exterior Doors - Original Building]	High	\$30,057
Spencer Valley PS, Building ID 6713-1	Replacement [B2030 Exterior Doors - Original Building]	High	\$18,606
Spencer Valley PS, Building ID 6713-1	Replacement [D3050 Terminal & Package Units - Original Building]	High	\$143,125
Spencer Valley PS, Building ID 6713-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$21,469
Spencer Valley PS, Building ID 6713-1	Replacement [D304008 Air Handling Units - Original Building - penthouse]	High	\$107,344
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$7,157
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$7,157
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$85,875
Spencer Valley PS, Building ID 6713-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	\$14,312
Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Medium	\$200,376
Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Medium	\$28,625
Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Medium	\$64,406
Spencer Valley PS, Building ID 6713-1	Replacement [C201001 Interior Stair Construction - Original Building - stage]	Medium	\$26,334
Spencer Valley PS, Building ID 6713-1	Replacement [D4030 Fire Protection Specialties - Original Building]	Medium	\$7,622
Spencer Valley PS, Building ID 6713-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$71,563
Spencer Valley PS, Building ID 6713-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$102,907
Spencer Valley PS, Building ID 6713-1	Replacement [G204007 Playing Fields - Site]	Medium	\$14,312
Spencer Valley PS, Building ID 6713-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$31,836
Spencer Valley PS, Building ID 6713-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$31,836
Spencer Valley PS, Building ID 6713-1	Replacement [G302005 Septic Tanks - Site]	Medium	\$8,485
Spencer Valley PS, Building ID 6713-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$8,909
Spencer Valley PS, Building ID 6713-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$38,610
Spencer Valley PS, Building ID 6713-1	Functional Events [F106003 Library Resource Centre - Original Building]	Low	\$0
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Low	\$5,914
Spencer Valley PS, Building ID 6713-1	Functional Events [F106007 General Purpose Room - Original Building]	Low	\$0
Spencer Valley PS, Building ID 6713-1	Replacement [C3020 Floor Finishes - Original Building - wshrooms]	Low	\$31,974
Spencer Valley PS, Building ID 6713-1	Replacement [C3020 Floor Finishes - Original Building - stage]	Low	\$49,897

Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Low	\$23,760
Spencer Valley PS, Building ID 6713-1	Replacement [D502001 Branch Wiring - Original Building]	Low	\$424,723
Spencer Valley PS, Building ID 6713-1	Replacement [D503004 Public Address Systems - Original Building]	Low	\$37,421
Spencer Valley PS, Building ID 6713-1	Replacement [D503008 Security Systems - Original Building]	Low	\$9,652
Spencer Valley PS, Building ID 6713-1	Replacement [C3030 Ceiling Finishes - Original Building]	Low	\$9,028

\$ 2,317,375.00

HWDSB - 10 Year Renewal Needs

Asset	Event	Priority	Cost
Spencer Valley PS, Building ID 6713-1	Replacement [D501002 Secondary - Original Building]	Urgent	\$71,563
Spencer Valley PS, Building ID 6713-1	Replacement [D501003 Main Switchboards]	High	\$42,938
Spencer Valley PS, Building ID 6713-1	Replacement [D2010 Plumbing Fixtures - Original Building]	High	\$71,563
Spencer Valley PS, Building ID 6713-1	Major Repair [C3020 Floor Finishes - Original Building]	High	\$14,312
Spencer Valley PS, Building ID 6713-1	Replacement [G2030 Pedestrian Paving]	High	\$21,469
Spencer Valley PS, Building ID 6713-1	Replacement [G2020 Parking Lots]	High	\$50,094
Spencer Valley PS, Building ID 6713-1	Replacement [G2010 Roadways]	High	\$35,781
Spencer Valley PS, Building ID 6713-1	Replacement [C3030 Ceiling Finishes - Original Building]	High	\$250,469
Spencer Valley PS, Building ID 6713-1	Replacement [C1020 Interior Doors - Original Building]	High	\$64,406
Spencer Valley PS, Building ID 6713-1	Replacement [C1020 Interior Doors - Original Building]	High	\$24,331
Spencer Valley PS, Building ID 6713-1	Replacement [G204007 Playing Fields]	High	\$7,157
Spencer Valley PS, Building ID 6713-1	Replacement [B2030 Exterior Doors - Original Building]	High	\$30,057
Spencer Valley PS, Building ID 6713-1	Replacement [B2030 Exterior Doors - Original Building]	High	\$18,606
Spencer Valley PS, Building ID 6713-1	Replacement [D3050 Terminal & Package Units - Original Building]	High	\$143,125
Spencer Valley PS, Building ID 6713-1	Replacement [D502002 Lighting Equipment - Original Building]	High	\$21,469
Spencer Valley PS, Building ID 6713-1	Replacement [D304008 Air Handling Units - Original Building - penthouse]	High	\$107,344
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$4,826
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$7,157
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$7,157
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Medium	\$85,875
Spencer Valley PS, Building ID 6713-1	Replacement [C3020 Floor Finishes - Original Building]	Medium	\$14,312
Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Medium	\$200,376
Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Medium	\$28,625
Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Medium	\$64,406
Spencer Valley PS, Building ID 6713-1	Replacement [C201001 Interior Stair Construction - Original Building - stage]	Medium	\$26,334
Spencer Valley PS, Building ID 6713-1	Replacement [D4030 Fire Protection Specialties - Original Building]	Medium	\$7,622
Spencer Valley PS, Building ID 6713-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$71,563
Spencer Valley PS, Building ID 6713-1	Replacement [C3010 Wall Finishes - Original Building]	Medium	\$102,907
Spencer Valley PS, Building ID 6713-1	Replacement [G204007 Playing Fields - Site]	Medium	\$14,312
Spencer Valley PS, Building ID 6713-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$31,836
Spencer Valley PS, Building ID 6713-1	Replacement [D501001 Main Transformers - Original Building]	Medium	\$34,285
Spencer Valley PS, Building ID 6713-1	Replacement [D501003 Main Switchboards - Original Building]	Medium	\$31,836
Spencer Valley PS, Building ID 6713-1	Replacement [G302005 Septic Tanks - Site]	Medium	\$8,485
Spencer Valley PS, Building ID 6713-1	Replacement [B2030 Exterior Doors - Original Building]	Low	\$7,722
Spencer Valley PS, Building ID 6713-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$323,035
Spencer Valley PS, Building ID 6713-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$8,909
Spencer Valley PS, Building ID 6713-1	Replacement [D502002 Lighting Equipment - Original Building]	Low	\$38,610
Spencer Valley PS, Building ID 6713-1	Functional Events [F106003 Library Resource Centre - Original Building]	Low	\$0

Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Low	\$4,826
Spencer Valley PS, Building ID 6713-1	Replacement [D2020 Domestic Water Distribution - Original Building]	Low	\$5,914
Spencer Valley PS, Building ID 6713-1	Functional Events [F106007 General Purpose Room - Original Building]	Low	\$0
Spencer Valley PS, Building ID 6713-1	Replacement [C3020 Floor Finishes - Original Building - wshrooms]	Low	\$31,974
Spencer Valley PS, Building ID 6713-1	Replacement [C3020 Floor Finishes - Original Building - stage]	Low	\$49,897
Spencer Valley PS, Building ID 6713-1	Replacement [C1030 Fittings - Original Building]	Low	\$23,760
Spencer Valley PS, Building ID 6713-1	Replacement [D502001 Branch Wiring - Original Building]	Low	\$424,723
Spencer Valley PS, Building ID 6713-1	Replacement [D503004 Public Address Systems - Original Building]	Low	\$37,421
Spencer Valley PS, Building ID 6713-1	Replacement [D503008 Security Systems - Original Building]	Low	\$9,652
Spencer Valley PS, Building ID 6713-1	Replacement [C3030 Ceiling Finishes - Original Building]	Low	\$9,028
Spencer Valley PS, Building ID 6713-1	Replacement [C3020 Floor Finishes - Original Building - Entire school]	N/A	\$134,748
Spencer Valley PS, Building ID 6713-1	Replacement [D302099 Other Heat Generating Systems - Original Building - penthouse]	N/A	\$29,571
Spencer Valley PS, Building ID 6713-1	Replacement [D302099 Other Heat Generating Systems - Original Building - penthouse]	N/A	\$18,852
Spencer Valley PS, Building ID 6713-1	Replacement [D3060 Controls & Instrumentation - Original Building]	N/A	\$118,285
Spencer Valley PS, Building ID 6713-1	Replacement [D3060 Controls & Instrumentation - Original Building]	N/A	\$166,319
Spencer Valley PS, Building ID 6713-1	Replacement [D302099 Other Heat Generating Systems - Original Building - Entire school]	N/A	\$26,668
Spencer Valley PS, Building ID 6713-1	Replacement [D503099 Other Communications & Alarm Systems - Original Building]	N/A	\$14,156

\$ 3,200,668.00

West Flamborough Accommodation Review - 5 Year Capital Expenditures

School	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Grand Total
Beverly Central	\$ 7,665	\$ 25,059	\$ 38,496	\$ 218,523	\$ 292,954	\$ 170,344	\$ 98,126	\$ 851,167
Dr. John Seaton	\$ 2,563	\$ 194,334	\$ 686,655	\$ 403,226	\$ 163,221	\$ 242,378	\$ 16,806	\$ 1,709,183
Greensville	\$ 65,236	\$ 37,301	\$ 2,858	\$ 219,531	\$ 115,688	\$ 349,716	\$ 31,565	\$ 821,894
Millgrove	\$ 1,274	\$ 950	\$ 4,673	\$ 220,153	\$ 122,554	\$ 4,132	\$ 4,403	\$ 358,138
Spencer Valley	\$ 1,425	\$ 12,545	\$ 2,743	\$ 53,419	\$ 28,220	\$ 68,546	\$ -	\$ 166,899
Grand Total	\$ 78,163	\$ 270,188	\$ 735,426	\$ 1,114,853	\$ 722,637	\$ 835,116	\$ 150,899	\$ 3,907,281

School	Major Projects
Beverly Central	Heating & ventilation, FDK, boiler, water testing and well water service upgrades
Dr. John Seaton	Heating & ventilation, FDK, windows & doors, roofing, water testing and well water service upgrades
Greensville	FDK, boiler, water testing and well water service upgrades
Millgrove	Boiler, water testing and well water service upgrades
Spencer Valley	Paving, plumbing, water testing and well water service upgrades

Working Group Meeting # 4 Correspondence

Correspondence #1

Good morning,

I am a parent of Greenville School and attended the public meeting on Wed. Nov. 6. I will not be able to make the next public meeting on Wed. Nov 13, and as such would like to propose some ideas to the ARC working group.

1. I propose the closure of 4 of the 5 schools including; Beverly Central, Greenville, John Seaton, and Millgrove.
2. I propose that a new K-8 school be constructed to accommodate the students of Beverly Central and John Seaton. There could be a few options for the site of this school including the existing Seaton site as well as the Beverly Community Centre, pending Greenbelt approval.
3. I propose that Spencer Valley be significantly renovated to a K-8 school to accommodate the students of Greenville and Millgrove. This would also include adding on a community centre/recreation facility and increasing the size of the parking lot of Spencer Valley.
4. At both of these proposed school sites, consideration for community partnerships could be considered, such as;
 - Partnership with daycare centre for before and after care and full day care for infant/preschool kids.
 - Relocate Greenville Pubic library and add on as part of renovation at Spencer
 - Approach City of Hamilton to determine if willing to co-fund community centre at Spencer Valley with pool, and jointly used recreation/gym facilities. After school hour recreation programming could occur here.
 - Approach City of Hamilton to determine co-funding to renovate Beverly community centre if necessary, or to co-fund rec/gym facilities at the Seaton site.
 - Approach other community organizations such as YMC to see if satellite location is feasible with jointly used rec/gym facilities at Spencer Valley
 - Approach private organizations/businesses to determine interest in renting out facilities for after school hours.

We could make Spencer Valley the hub of the Greenville community by looking at other options for school/land use to open up for use by the community for after-school hours. The same thoughts could be applied to the Seaton/Beverly school.

Nicole Pontefract, B.Sc., KIN, R.KIN

Registered Kinesiologist

Correspondence #2

Good afternoon,

I am writing with respect to the West ARC Elementary School review. I would like to request that additional information pertaining to the FCI (Facilities Condition Index) be disclosed by the HWDSB. I would like to know the specific details with respect to the FCI analysis and how the FCI number was achieved for each school under review. This information should be made public so that suitable options can be presented to the ARC committee.

I appreciate your attention to this matter.

Kind regards,
Nicole

Nicole Pontefract, B.Sc., KIN, R.KIN

Correspondence #3

October 31, 2013

Dear Ms. Turkstra,

We moved to Greenville in the Tews Lane / Medwin area 3 years ago, and one of our main motivating factors was because of the excellent reputation of Greenville Public School. We have two young daughters, our oldest of who is now in Grade 1. Our experience with the school since starting JK has been nothing but extremely positive and the school has providing an excellent start to our daughter's educational experience. This is in terms of the excellent quality teaching, the supportive group of students across all grades, and the participation and involvement of the school from the local community members. Greenville School is an educational model that should be celebrated and expanded, not shuttered and closed.

We are extremely concerned about the recent proposal to close Greenville and potentially merge the school with Spencer Valley for a number of reasons.

First, the proposal to close Greenville appears to have been generated with very little to no input from the affected community and parents. My understanding after discussing with some of the current ARC members is the current proposal to merge Greenville with Spencer Valley has been presented to the ARC without any direct input until recently. In addition, the proposed timeline to close Greenville – if this does occur- by June 2014 is utterly irresponsible and unfathomable how this could even occur with any real renovations to Spencer Valley by September 2014, other than possibly some portables. This surely cannot be considered in the best interest of the students to rush such a dramatic move that may have significant negative repercussions on both the community and the students.

Secondly, at the recent meeting October 2 was the first public meeting to discuss this proposal, many questions regarding this proposal were either not answered or deferred for later discussion. There are many unanswered questions and information that is not being provided that we as the taxpayers and members of the community are entitled to be made aware of before a decision affecting all of West Flamborough is implemented. In addition and even more concerning, after speaking with some ARC members and reviewing what information is

11/10/2013

Working Group Meeting # 4 Correspondence

actually being provided to the ARC to make this decision, there seems to some very important information that could dramatically affect any recommendation that is not being provided. To many of us with students attending Greenville we are extremely concerned about this decision – which seems to already have been made, rather than presented for feedback or any meaningful discussion.

The ARC Terms of Reference on the Board website lists the following as being considered during the review of each school:

“School Information Profiles (SIP) are designed to help the ARC and the community to understand how well schools meet the objectives and the criteria outlined in the ARC terms of reference. The SIP includes data for each of the following four considerations about the schools: Value to the student

Value to the school board

Value to the community

Value to the local economy

We recognize that the school’s value to the student takes priority over other considerations about the school. A SIP will be completed by Board administration for each of the schools under review. The same profile is used for all schools under review within a planning area - See more at: <http://www.hwdsb.on.ca/elementaryarc/west-flamborough/school-profiles/>

I would like to highlight several points that should be strongly considered in the decision whether to close a School with such an excellent and storied history:

- Greenville Public School has been in existence since 1818 and has been a cornerstone of quality elementary school education for West Flamborough for many years. In fact, its history has been nothing less than outstanding throughout this period.
- Standardized Testing Scores for Grade 3 students have been in the top percentiles for both Math and Reading and higher than both the board averages and the provincial averages every years since Standardized testing began. This is testament to the quality of education and commitment of the teachers, students and parents of Greenville School. This also highly is supportive of the value to the student, the board and the community of this school.
- The ARC committee presented a series of projections for each school being reviewed. I would like to point out that when questioned on where this data was derived, we the parents were not provided with an answer. In addition, the board web site data states 3 different enrollment projections for Greenville. As you are well aware, West Flamborough is the fastest growing segment of Hamilton. However, despite that and using the projected enrollment numbers provided, it appears the board is expecting a reduction in enrollment in Grade 1-5 for the years 2017 through 2022. It is worth highlighting that using the Boards projected numbers, years 2017 -2022 actually see an expected higher number of enrollment in grades JK and SK than are current levels. As students are expected to continue on to Grades 1-5 this indicates that enrollment after 2022 will be expected to continue to high and utilization of the school functioning at or near 90 percent. At a minimum, the data presented by the Board needs to be more transparent as to it’s source, and consideration beyond a few years taken in to account.

Working Group Meeting # 4 Correspondence

- Walking distance and transportation to school. As a Sport and Exercise Medicine Physician, it is extremely important to me that schools provide as many opportunities for students to be physically active throughout the day in various forms. It is also a priority of the Canadian Pediatric Society, World Health Organization, and Ministry of Education of Ontario. On reviewing the current “Walking Distance” maps for both Spencer Valley and Greensville, currently the geographic distribution of students attending Greensville, approximately 80% of the students are within the “walking distance” to the school. This is an extremely valuable asset for students as it provides them the opportunity to walk or bike safely to school, increase their daily physical activity and encourage a healthy lifestyle. On a personal note, walking or biking to school has been one of my daughter’s favorite part of going to school since she was in JK. In contrast, if the students of Greensville are moved to Spencer Valley, it will mean that only 5-10 percent of the current students in JK-Grade 5 will be within walking distance. Aside from the added cost of bussing students, and the length students will spend sitting on busses rather than being active, this is a very concerning fact. Even if some students wanted to still bike or walk to school, for most current students would have to cross a busy intersection at Brock Road, and there is no sidewalks to get to Spencer Valley. It is worth pointing out that Canada has one of the highest rates of childhood obesity, and inactivity is a large part of this unfortunate statistic. As a Sport and Exercise Medicine physician, it is embarrassing that a board would not make access to school within walking distance a priority or look at alternate options that would still allow many students the option to walk to school.
- The other significant concern from the October 2, 2013 meeting is the timeline presented for this “preliminary option” to close Greensville School and merge with Spencer Valley. The timelines suggests closing Greensville as of June 2014 and shifting students for September 2014. For a “preliminary” option, this is an extremely aggressive time frame for no apparent reason, especially considering according to the ARC process and timelines, the final recommendations aren’t to be presented until May 2014. It is incomprehensible that the Board would make this decision with only 1 months before the start of the next school year and make any accommodations or infrastructure improvements to Spencer Valley to accommodate the influx of students that would be acceptable or with the education of the students in mind. It makes many of us seriously question whether the decision has already been made to proceed with this “preliminary option”. If after careful review of all the facts, it is clear that this option is a good decision, then proper planning and preparations should be made for the transition of students with the students best interest in mind, not the Boards or the Ministry of Education.

In summary, West Flamborough is a growing and committed community with many young families moving to the area, who have a vested interest in the quality and accessibility of our childrens education. Greensville School has a long standing reputation of superb academics and student enrichment as well as community involvement. It is not a school in significant decline in education or spirit. There are many unanswered and concerning facts that have presented in the “preliminary option” presented by the ARC at the first public meeting on October 2, 2014. We strongly request that the concerns of the community and parents of Greensville be considered and discussed. I welcome the opportunity to discuss these concerns before any final decision are made.

Sincerely,

Wade and Lori Elliott
20 Tews Lane
Dundas, ON

Correspondence #4

Ms. Turkstra and West Flamborough ARC Committee members,

After attending last evening's public meeting, I would like to comment on a few concerns that surfaced. There was a consensus that a proposal for one large school to house the current 5 schools was not in the best interests of the students or the communities. Therefore, to address the projected decreasing enrollment and fiscal challenges, it seems apparent that two solutions are needed to accommodate the needs and desires of the communities and students of our five schools.

It appears that due to student pathways and the large geographic area, there are two distinct groupings of schools in this ARC process: (a) Dr. Seeton and Beverly; and (b) Spencer, Greensville and Milgrove. The concerns of the parents representing each school group/area differs. Parents from Dr. Seeton and Beverly expressed their concerns about the current infrastructure of Dr. Seeton school, long transportation times and equality in education (rural vs. urban). Other than what I've gathered from last night's meeting, I'm not familiar with the challenges and issues of the school communities of Dr. Seeton and Beverly. Perhaps the amalgamation of these two schools in a new building in a more central location will address their needs (provided that this a financially viable option).

Parents of Milgrove and Greensville seem most concerned about losing their community schools that are currently thriving, the pathway of the students through the school system, and the possible fracturing of our communities due to proposed boundary changes.

I am a parent of two children currently attending Greensville School and another to enter JK in 2017. I would like to point out that without the decline of the projected enrolment at Spencer and Milgrove, there is no reason to target Greensville School for a closure at this time. Our current building amply houses the student population, our current utilization rate is 92%. Our EQAO results are outstanding. For a rural school, we have a large percentage of students who can walk to school. Our school yard is large and equipped to keep our children active, not to mention the school's proximity to Webster's Falls and the trail network to be developed behind the school. And, we have a before and after-school care program. I realize that the Board has deemed an "ideal school" as a JK to grade 8 with 500 to 600 students, but I believe that is a very narrow definition. The quality of education that my children are receiving at Greensville School is extremely high. Greensville School is my ideal school. I would prefer it not to close.

That being said, I understand that the Board has a responsibility to provide education in a fiscally responsible manner to all of its students. By amalgamating Greensville School *and* Milgrove School with Spencer Valley, we can create a school that fits with the "ideal school" criteria of the Board and, I believe, would allow the Board to deliver education to our children in a more fiscally responsible manner, while meeting our high standards. The resulting amalgamation of these three schools would offer many benefits. Namely, it will:

- (1) reduce the number of current and projected vacant student spaces;
- (2) decrease the number of split grade classes (due to a larger pool of JK to grade 5 students);
- (3) lower costs (administrative, maintenance and operational);
- (4) reduce the number of transitions for our students (core group of students together JK to Grade 8 then splitting in half for high school);
- (5) eliminate the need to separate a few families from their school communities due to proposed boundary changes.
- (6) allow for the Board to dispose of two school properties and reinvest those funds into improving the current facility at Spencer Valley to accommodate a primary and junior divisions.

Working Group Meeting # 4 Correspondence

- (7) decrease transportation times for many of our students (Greensville and Spencer currently share buses which adds additional travel time to current bus routes);
- (8) allow for the pooling of educational resources;
- (9) allow for the pooling of parent resources- fundraising, social functions, etc.

As this idea is of a greater scale than that brought forth by the Board, the timeline for implementation should be extended past 2014 to perhaps 2015 or beyond to ensure adequate funding is available to prepare the building for a tripling of its school population and the influx of primary and junior students.

Although I briefly mentioned this option at last night's meeting, I thought it prudent to present it to you in writing. No matter which option is selected, I know as a parent committee you are doing your best to ensure we maintain the high quality of education our children are currently receiving.

Thank you,
Angie Gordon

Greensville School Parent

Correspondence #5

Hi,

Reading the letters coming home about the West ARC involving Greensville and millgrove schools, what is the proposed boundary changes. I found the current boundary map on the website but millgrove is not listed on the map. I live in the south east portion and want to know what changes are proposed for the second option of closing Greensville school. Also I understand that the secondary west arc mentions the millgrove students will attend Waterdown school. Waterdown high is not listed on the secondary arc. Will the new boundary showing the closing of Greensville change the boundaries for the high school? As these situations affect our family It would be nice to know where our children will be attending.

Thank you for your time.



Elementary
**ACCOMMODATION
 Review Committee**

O.8

ARC

**Accommodation Review Committee- West Flamborough
 Committee Members**

Working Group Meeting # 4 - November 13, 2013

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	<i>present</i>
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candace Goodale Ho [REDACTED] Er [REDACTED]	<i>Candace Goodale</i>
Beverly Central parent representative from School Council/Home and School	Melissa Slote Home: 905-659-6456 Cell: 905-746-3254 Email: melissa_slote@hotmail.com	<i>Melissa Slote</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenheuval Home: Cell: Email:	<i>[Signature]</i>
Beverly Central teaching or non-teaching staff	John Belanger Home: Cell: Email: john.belanger@hwdsb.on.ca	<i>J Belanger</i>
Beverly Central teaching or non-teaching staff	David Wardell Home: 905-318-8088 Email: david.wardell@hwdsb.on.ca	<i>[Signature]</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee Home: 519-658-3250 Cell: Email: pointedpromise@hotmail.com	<i>P. Lee</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie Cell: 519-241-0487 Email: momrox39@gmail.com	<i>K.B.</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-623-8589 Cell: 519-827-4052 Em [REDACTED]	<i>[Signature]</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro Home: Cell: [REDACTED]	<i>Stephanie Munro</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire Home: Cell: Email: Shelley.mcguire@hwdsb.on.ca	<i>[Signature]</i>



Elementary ACCOMMODATION Review Committee

O.8

ARC

Greensville parent representative from School Council/Home and School	Callie Matthews Home: Cell: Email: matthews4@speedway.ca	<i>Callie Matthews</i>
Greensville parent representative from School Council/Home and School	Kristin Glasbergen [REDACTED] [REDACTED]	<i>K Glasbergen</i>
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca	<i>Sue VanEgdom</i>
Greensville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca	<i>Cairine Grantham</i>
Greensville teaching or non-teaching staff	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca	<i>Heather Ryan</i>
Millgrove parent representative from School Council/Home and School	Jessica Dymnt Home: Cell: Email: jess_dymnt@hotmail.com	<i>Jessica Dymnt</i>
Millgrove parent representative from School Council/Home and School	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca	<i>Sara Ardiel</i>
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com	<i>Anthony Hunter</i>
Millgrove teaching or non-teaching staff	A Home: 905-528-4925 Cell: Email: marquente_richter@hwdsb.on.ca	<i>Marquente Richter</i>
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca	<i>C Evans</i>
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca	<i>Tania Brittain</i>
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech [REDACTED] [REDACTED]	<i>P Beech</i>
Spencer Valley teaching or non-teaching staff	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca	<i>Rachel Kott</i>



Elementary ACCOMMODATION Review Committee

0.8

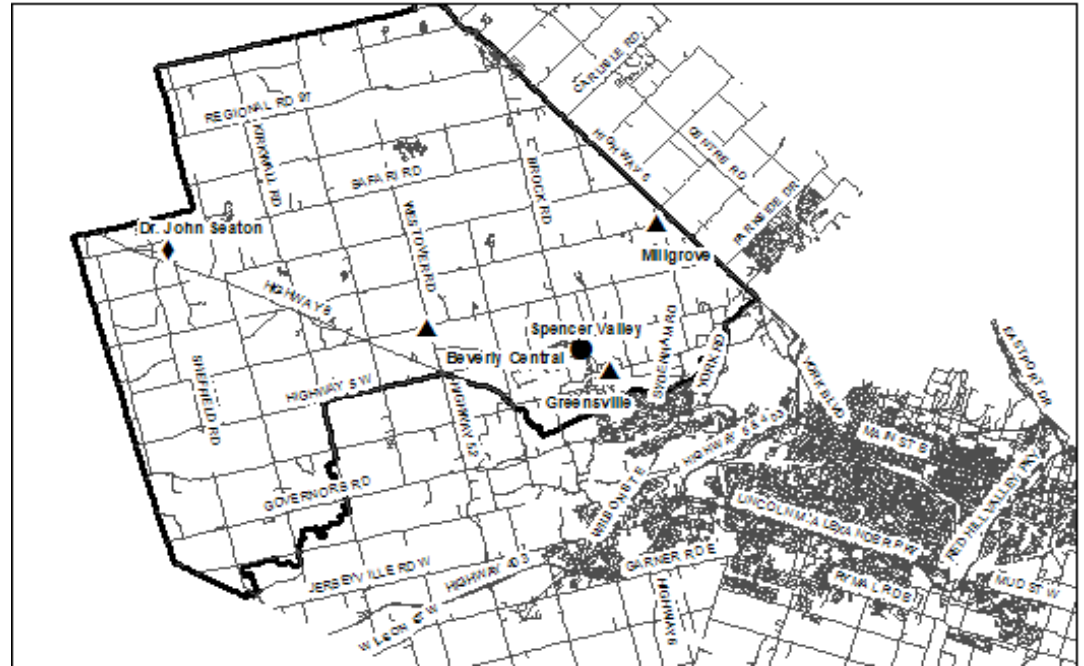
ARC

Non- Voting Representatives		
Area Trustee	Karen Turkstra	<i>Karen Turkstra</i>
Beverly Central Principal	Doug Dunford	<i>present</i>
Dr. John Seaton Principal	Eddie Grattan	<i>E Grattan</i>
Greensville Principal	Kate Fischer	<i>K Fischer</i>
Millgrove Principal	Stewart Cameron	<i>Stewart Cameron</i>
Spencer Valley Principal	Kim Short	<i>Kim Short</i>
Planning Resource Staff	Bob Fex	<i>Bob Fex</i>
Administrative Support Staff	Kathy Forde	<i>Kathy Forde</i>

Elementary Planning Area - West Flamborough

School	Grades	FI Grades	Portables
Beverly Central	JK- 5		0
Dr. John Seaton	JK- 8		0
Greenville	JK- 5		1
Millgrove	JK- 5		1
Spencer Valley	6- 8		0

School	Capacity	Enrolment	Utilization
Beverly Central	230	166	72%
Dr. John Seaton	348	243	70%
Greenville	222	197	89%
Millgrove	227	183	81%
Spencer Valley	248	177	71%



Observations

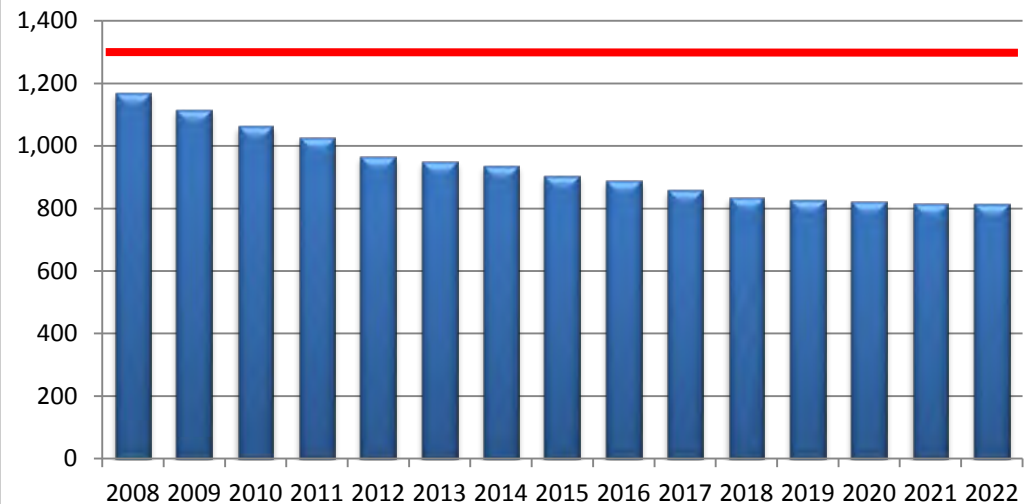
- ❖ Total capacity of planning area is 1,275.
- ❖ In 2012 the five schools have a total population of 966 students.
- ❖ Projection indicates a declining enrolment in West Flamborough planning area.

Next Steps

- ❖ The planning area's capacity could be reduced by 450 pupil places to obtain better utilization.
- ❖ Accommodation review suggested to occur in 2013/2014.

*Enrolment and Capacity Data Based on October 2012 Data

West Flamborough Projected Enrolments





Elementary Accommodation Review Committee



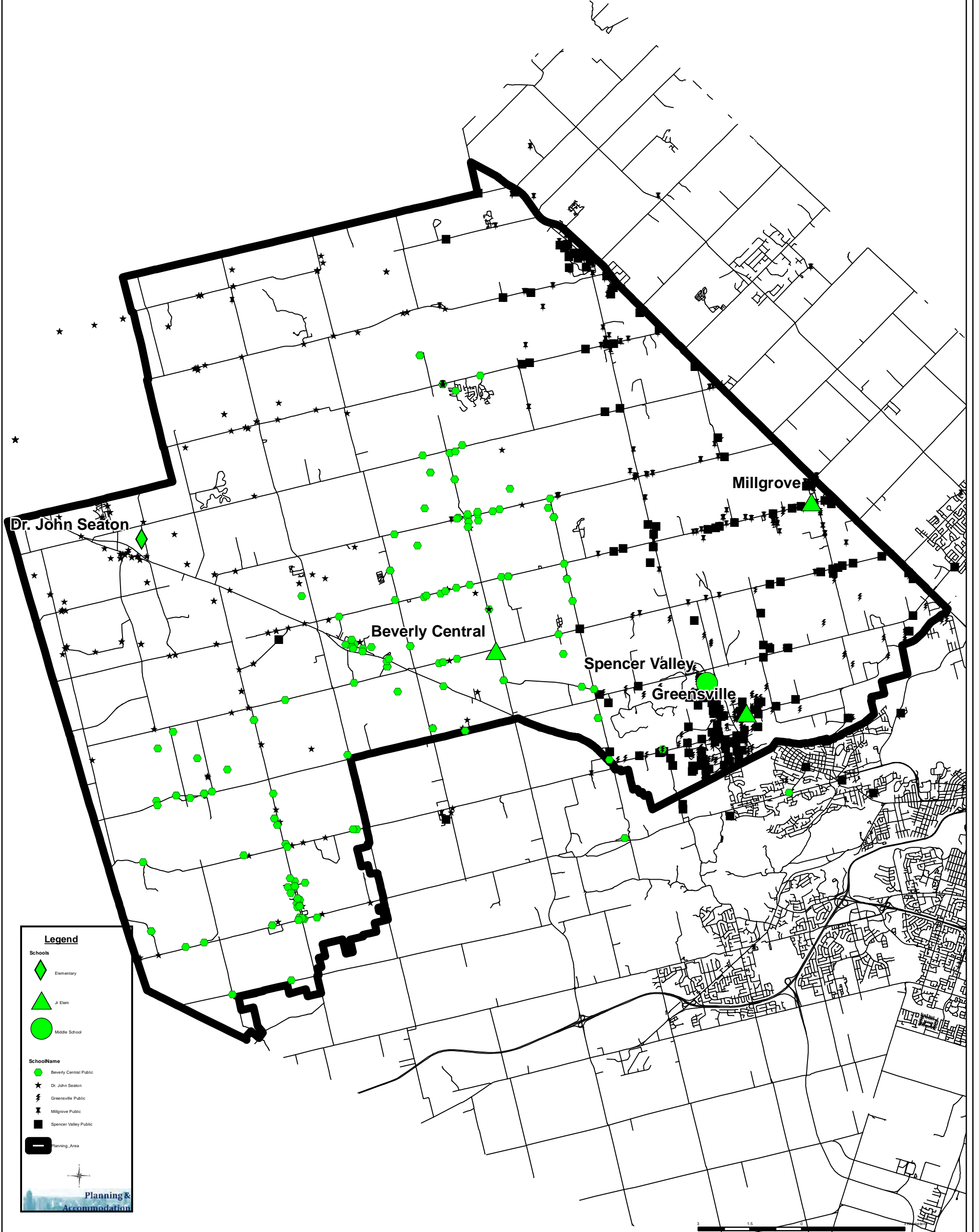
Count	School	Yr Closed
1	Allenby	2001
2	Bennetto	2002
3	Fernwood Park	2003
4	Hampton Heights	2003
5	Lloyd George	2003
6	Lynden	2003
7	Parkwood	2003
8	Peace Memorial	2003
9	Ryckman's Corners	2003
10	Sheffield	2003
11	Sherwood Heights	2003
12	Fairfield	2004
13	Pleasant Valley	2004
14	Robert Land	2004
15	Tweedsmuir	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

Elementary Schools Since 2000
 29 Closures
 9 New Builds
 6 Rebuilds on Existing Site

Schools Built since 2000	Year Opened
Allan Greenleaf	2000
Ancaster Meadow	2005
Bellmoore	2012
Cathy Weaver	2006
Gatestone	2005
Ray Lewis	2005
Sir William Osler	2007
Templemead	2003
Winona	2012

Schools Rebuilt since 2000*	Year Re-Opened
Dr. J Edgar Davey	2010
Guy Brown	2011
Hillcrest	2006
Lawfield	2007
Prince of Wales	2009
Queen Victoria	2009
*Rebuilt on Existing Site	

Student Distributions (October 2012)



Legend

Schools

- Elementary
- Jr Elem
- Middle School

SchoolName

- Beverly Central Public
- Dr. John Seaton
- Greenville Public
- Millgrove Public
- Spencer Valley Public
- Planning Area

Planning & Accommodation



School Septic Information

Considerations when examining septic - increasing enrolments at any of the locations are likely to undergo building code/MOE sewage treatment approvals which have become more stringent than at the time of original construction. Septic capacities are as follows:

Beverly Central	- 473 students
Dr Seaton	- 406
Greensville	- 338
Millgrove	- 313
Spencer Valley	- 440

Bob Fex – Planning & Accommodation

**West Flamborough Accommodation Review Committee
Working Group Meeting # 5
Wednesday, November 27, 2013
6:00 p.m.**

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Minutes

ATTENDANCE:

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Pamela Beach, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Callie Matthews, Shelley McGuire, Stephanie Munro, Melissa Slote, Sue VanEgdom

Non-Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Karen Baille, Heather Ryan, Janine Vandenneuval, David Wardell

Non-Voting Members - Nil

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - Public attendees present - Nil

1. Call to Order

Mag Gardner called the meeting to order. The goal of the meeting was to select three preferred options from the seven preliminary options through discussion and comparative analysis to be presented at the next Public Meeting. The options are not final. The three options will require public response as work proceeds.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

Agenda approved by consensus by a show of hands.

3. Minutes from Working Group Meeting #4

3.1 Clarification

As part of correspondence under Item 6.7, the two documents referenced by Karen Turkstra are posted on the website for committee and public information.

3.2 Approval of Minutes

Minutes approved by consensus by a show of hands.

4. Minutes from Public Meeting #2B

4.1 Clarification

Public input is recorded as provided.

4.2 Approval of Minutes

Minutes approved by consensus, by a show of hands.

5. Correspondence

Members indicated they have received correspondence for information and consideration.

6. Review of ARC Option Summary - chart

6.1 Discussion

Members were reminded of the three reference items that continue to provide grounding for informed thinking and decision making (guiding principles developed by the committee; binders containing data and information; public voice and correspondence). The four guiding principles were reviewed (program offerings; transportation; resources; 21st learning environment). Members have had time to think about their three preferred options from the seven options formulated. Breakout groups were formed according to preferences between Options 1 to 7 (attached). Ideas were shared and discussed. Comments are noted below.

Option 1 - Due to lack of interest removed from list. Members agreed by consensus by a show of hands.

DECISION: Eliminate Option 1

Options 2 & 3 - Merged. Remains on the list for further discussion.

Positive

- Spencer Valley as K-8 minimizes transitions - transportation remains under guideline
- Transportation from Freelon to Spencer Valley too far - i.e. Millgrove is closer (keep open)

- Septic capacity is 440 at Spencer valley (this would accommodate Greenville)
- Want to maintain “country school” feel (just for Millgrove)
- Boundaries would not change
- Maintains smaller schools

Negative

- Old structures
- Seaton is not a central site
- Transportation - Seaton will be over guidelines (kids from Beverly)
- French Immersion to be decided
- Enrolment numbers still low
- Millgrove (K-8) would still have only one grade 6,7,8 class for each (22-24 pupils/class)
- Extensive renovation needed at Millgrove to accommodate 6,7,8
- Millgrove only has 3.5 acres
- Want new buildings
- K-5 at Millgrove would increase transitions

General

- One central school for Beverly and Seaton
- One central school for Greenville, Millgrove, Spencer would be approximately 600 kids - infrastructure would be a problem so Millgrove should perhaps stay separate
- Septic is a concern
- Spencer and Millgrove can already service a school of 300 kids
- Transportation - busing from the southern corner will need to be considered
- Distance is a concern but bus rides may change if boundaries change
- Review boundaries after ARC for elementary (Balaclava, Greenleaf)

Option 4 - Remains on the list for further discussion.

Option 5 - Remains on the list for further discussion.

Option 6 - Remains on the list for further discussion.

Positive

- Boundary change to reduce travel time for students and right-size the schools
- Good balance of students between schools
- Accommodates public request for new school for two schools involved
- No students move until renovations complete
- Close all five schools - new on Spencer site - new on Beverly Community site

Negative

- Renovations could result in students in a non-complete school or in portables
- Renovated school will not provide students with a current/modern school design

- Programming could be better with a new school build
- Location of school and property will not allow for good use of land if Spencer is renovated
- No central property exists for a new build - will add cost/time
- Public has repeatedly asked for new school and avoid renovations

Option 7 - Remains on the list for further discussion.

Positive

- Minimizes transitions
- Supports 21st century programming
- New site for Beverly/Seaton would improve transportation
- Utilization of school e.g. shared space could be properly structured
- Right-size schools
- Takes care of FCI
- Reduces administrative costs
- Revenue from selling three to four sites
- Increased number of kids to create more extra-curricular activities
- Creates two situations
- Everyone loves new schools
- Transportation is o.k.
- Indoor air quality

Negative

- Concerned it creates shell of infrastructure
- Too costly for 21st century learning
- Boundary change to right-size schools and transportation
- No land at this time
- You lose the history of the schools
- Unlikely for trustees to support two new schools
- Could impact EQAO because teachers go back to pool
- May change extra-curricular activities depending on teachers
- Impact to taxes
- No control of post ARC boundary review
- Freelton to Spencer Valley is longer for transportation for JK-5
- Missing the public voice on where to put internal boundaries

General

- If supported, will need boundaries to right-size the school
- Septic is a concern and a restraint
- Septic is restricted due to the needs of many people on a 5-day basis in schools
- New school for Beverly at (1) Beverly Community Centre or (2) Beverley site
- Spencer Valley renovated JK-8 - all of Greenville here

- Millgrove as (1) JK-8 or (2) JK-5
- Beverly might be the best option for building on the same site - better capacity for septic and has natural gas - approximately six acres needed for an elementary site
- A reason not to renovate Seaton is due to location - if Seaton was in a better location would be more feasible
- Beverly site is quite small
- Availability of new property is a challenge but we have existing property
- If Beverly Community Centre lands are considered for a school, the city would need to be contacted to determine viability of the site - feasibility and any restrictions would need to be identified
- Keep arena site on table to give us more flexibility
- Would have to adapt boundaries if Beverly and Seaton merge
- Option 6 and 7 are similar and should perhaps be merged

General Comments

- Seems the overall preference is for segregating schools into 2 groups (Beverly and Seaton) (Greensville, Millgrove, Spencer) although Millgrove is a bit of an anomaly
- If two school communities are created, boundaries will need to be carefully considered
- A post boundary review may be needed to tweak the lines
- Cannot look at someone else's boundary to increase enrolment numbers
- The public seems to want new buildings
- Public would prefer two new schools
- Septic will need to be considered regardless of location
- As the options are further explored, septic and capacity must be carefully considered
- Any new builds will need to meet standards
- New or modified septic services would likely require an environmental review to ensure numbers to be can be supported
- It is not feasible for staff to study all options in full detail - a few preferred options will need to be identified for further investigation as sound options
- Student population, grade organization and full versus split classes can change
- Impact on sports teams and band to be considered
- Middle school programming will be needed
- Transportation, distance, number of transitions expected to remain main concerns
- Various interests associated with viability of K-5 versus K-8 schools
- It is expected that the public will be emotional about their own schools
- Impact to staff was discussed in terms of surplus and new schools - union/contract guidelines must be followed
- New builds on existing property can be done with construction barriers installed for safety - down time for school activities would be minimized as much as possible but should be considered as short term pain for long term gain

West Flamborough ARC

Working Group Meeting # 5 - November 27, 2013

- Utilization rate of 95-110% is the target so that schools are full and running efficiently in terms of costs

Bob Fex provided an overview on septic capabilities (thresholds) for each school: Beverly (473); Seaton (406); Greenville (338); Millgrove (313); Spencer (440). If thresholds are exceeded a Ministry of Environment study would likely need to be initiated.

The need to keep or eliminate French Immersion as an item of interest was discussed. Currently, 22 students travel outside their boundary to attend French Immersion. However, many students may choose not to attend French Immersion due to transportation barriers not by choice. The point of entry for French Immersion is grade 1 so a full class is needed for the program to be viable and sustainable. Startup is a challenge. Members agreed that there not been enough interest expressed from the public for French Immersion to be sustainable. As such, French Immersion as an item of interest was removed and will not be further considered.

DECISION: French Immersion as an item of interest was removed

General agreement for moving forward, as concurred by consensus by a show of hands:

- 2014 too early to close
- Greenville school and site to close
- Seaton school and site to close
- Beverly Central school to close, site is an option for a new school
- Spencer Valley site to stay open
- French Immersion not part of our recommendations

DECISION: Members concurred with general agreements by consensus by a show of hands

6.2 Refine Option Numbers

From discussions, three options were formulated as follows for presentation at Public Meeting # 3:

- 1) Close all 5 schools. New school on Spencer (for Spencer, Millgrove and Greenville) and new site (Beverly Central Community Centre) for Beverly and Seaton. This involves a realignment of catchment area to generally balance the two schools' populations.
- 2) Close Millgrove and Greenville and renovate Spencer Valley (making it a K-8). Close Beverly and Seaton with a new K-8 school on the Beverly Central school site. This involves a realignment of catchment area to generally balance the two schools' populations.

- 3) New school for Seaton and Beverly at a central location. Greenville goes to a renovated Spencer Valley (K-8). Millgrove remains open status quo or we explore the viability of a K-8. There would be no change in current catchment area.

DECISION: Members concurred with the three options developed by consensus by a show of hands

Caveats can be added as options are developed. Bob Fex will add numbers and input to each option in terms of feasibility and will approach the City regarding septic capacity on the Beverly site.

Rationale behind the staff option was requested for information (viability, efficiency, site size, disruption, costing).

Presentation of information at the public Meeting was discussed in terms of preamble, principles, and general agreements. Jessica Dymont and Stephanie Munro volunteered as co-facilitators for the Public Meeting.

Mag Gardner reminded members that conversations will get tough and will be a challenge so it will be important to consider ideas from a third lens without reaction and to share thoughts constructively.

7. Next Steps

- **Next Public Meeting # 3 - December 04, 2013 at Dr. Seaton**
- **Next Working Group Meeting #6 - December 11, 2013 at Greenville**

8. Adjournment

The meeting adjourned at 9:20 p.m.

Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting # 4
- Draft Minutes - Public Meeting #2B
- Options Summary
- Correspondence

West Flamborough Accommodation Review Committee

Working Group Meeting # 5

Wednesday, November 27th, 2013

6:00 p.m. – 9:00 p.m.

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, 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 #2B
 - 4.1 Clarification
 - 4.2 Approval of minutes
5. Correspondence
6. Review of ARC Option Summary – chart.
 - 6.1 Discussion
 - 6.2 Refine Option numbers
7. Next Steps – Public Meeting #3 preparation (December 4th @ Dr. Seaton)
8. Adjournment



West Flamborough

Accommodation Review Committee Working Group Meeting # 5

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Spencer Valley - November 27th, 2013



Agenda

- Approve minutes from WG #4
- Correspondence
- Committee discussions on options
 - Finalize Option(s) for Public Meeting #3



Committee Guiding Principles

Guiding Principles for Decision Making

Program Offerings

Transportation

Resources

21st Century Learning



Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion



Principle #2: Transportation

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)

Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation



Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces



OPTION(S)

Discussions



Next Steps:

- At public meeting #3 we will share option(s)
- Volunteers for presenting option(s)



Next Working Group Meeting
December 11th, 2013
at Greensville Elementary School

Objective

Finalize ARC Option/s
ARC Report Discussions

Thank You

ARC Summary

Option	Detail
Option One - close Greenville	<ul style="list-style-type: none"> • Renovate/Build New School for Dr. Seaton Beverly Central • Close Greenville – move students to Spencer Valley – renovate Spencer Valley • Renovate Millgrove – K-8
Option Two – Close Greenville and Beverly Central	<ul style="list-style-type: none"> • Make Millgrove K-8 school – renovate – move West boundary to Middletown Rd. – leave Greenville boundary • Make Spencer Valley K-8 school – close Greenville – renovate Spencer Valley to accommodate elementary age children & upgrade Spencer Valley to 21st century learning environment • Make Dr. Seaton K-8 school – close Beverly Central – renovate Dr. Seaton to accommodate 21st century learning environment • Millgrove – K-5 Greenville closed, Spencer Valley renovated Greenville students relocate to Spencer Valley (after reno complete) No Greenville students to Millgrove (No boundary change) • Beverly Central closed Renovate Dr. Seaton Students of Beverly Central relocate to Dr. Seaton (after reno complete)
Option Three – Close Greenville, Beverly Central and Dr. Seaton	<ul style="list-style-type: none"> • Major renovation at Spencer Valley to K-8 – when renovation complete, close Greenville – move Greenville students to Spencer Valley

Option	Detail
<p>Option Three – cont'd</p>	<ul style="list-style-type: none"> • Major renovation Millgrove to K-8 – when renovation complete, move Millgrove students in gr. 6-8 at Spencer Valley back to Millgrove (grandfathering) <p>.....</p> <ul style="list-style-type: none"> • Build new school in middle of Beverly Central & Dr. Seaton boundaries w/French Immersion When new school complete, close Beverly Central, Dr. Seaton and re-locate students to new school.
<p>Option Four – Close Greenville, Beverly Central, Millgrove</p>	<ul style="list-style-type: none"> • Closure of: Beverly Central, Greenville, Millgrove Dr. Seaton renovated. Reno to include daycare centre (before & after/full day care). Spencer Valley renovated to K-8 to accommodate Greenville & Millgrove students. Reno to include daycare (before/after/full day care). Extend timeline to Sept. 2016
<p>Option Five – Close Dr. Seaton, Greenville, maybe Millgrove</p>	<ul style="list-style-type: none"> • Build new school on Beverly Central site – closing Dr. Seaton by 2016. Close Greenville – move students to Spencer Valley after reno - build new school for Spencer Valley/Greenville/Millgrove at Spencer Valley site. <p>.....</p> <ul style="list-style-type: none"> • If Millgrove needs to be closed (in order for a new school to be built), Millgrove students close to new Beverly Central School or new Spencer Valley School. <p>.....</p> <ul style="list-style-type: none"> • If 2 schools can be built without closing Millgrove, renovate Millgrove & make an FI school.

Option	Detail
<p>Option Six – Close Greenville, Beverly Central, Dr. Seaton and Millgrove</p>	<ul style="list-style-type: none"> • Close Beverly Central & Dr. Seaton Build new JK-8 school in central area • Close Millgrove & Greenville – renovate Spencer Valley to K-8 school Re-arrange boundaries if needed • Close Beverly Central and Dr. Seaton Build new K-8 school in shared venture w/City on Beverly Central Community Centre lands • Close Millgrove & Greenville Reno to Spencer Valley to K-8 school on that property. Post ARC boundary review may be required? <p>• No students moved until reno complete</p>
<p>Option Seven – Close all 5 schools</p>	<ul style="list-style-type: none"> • Close Greenville, Millgrove & Spencer Valley • Build new school on Spencer Valley property – Children move when new school complete • Close Beverly Central & Dr. Seaton • Build new school in central location • Close Dr. Seaton & Beverly Central • Build new ``right-sized`` K-8 school in partnership w/City at Beverly Community Centre site. • Close Millgrove & Greenville and do reno to right-size Spencer Valley on existing site – to K-8 • Do post ARC Boundary review for Millgrove (N/E corner) – potential movement from that community to Balaclava and/or AAGreenleaf. <p>• No student movement until renos complete</p>

Option	Detail
Option Seven – cont`d	<ul style="list-style-type: none"> • Recommend Secondary Boundary review • Combine Greenville, Millgrove & Spencer Alley to K-8 on Spencer Valley site • Dr. Seaton, Beverly Central – close both, build new school in central location • Build 2 new schools in place of all: Greenville, Spencer Valley, Dr. Seaton, Beverly Central, Millgrove

Correspondence #1

I wanted to express my concerns over the potential closing of Greensville Elementary school. I moved to the area with my husband just over 6 years ago while I was pregnant with our first child. One of the main reasons we chose this location was due to the proximity of the schools and having our children enjoy a "small community school". We are very privileged to be able to have the elementary school and middle school in our community.

With that said I realize that business is business and the money has to come from somewhere and quite possibly closing one of the schools. Although I do not want that closure to be Greensville and would love my children to be able to attend there I know it is an older school with limitations. I do have a few concerns:

1. The current school boundary should not change, students should not be used as bargaining chips to increase the enrollment numbers in other schools, these students have developed friendships and should be able to continue to stay with the Greensville students where ever they end up. I personally send my child to after school care at friends house (who runs a in home daycare) and she goes on the school bus to get there. There house is one of the few who would then have to go to Millgrove and no bus route would be available. She is very comfortable attending this daycare and to have to change let alone find another in the area is difficult.
2. If Spencer Valley were to become a JK - 8 school, I would not want my children to be put in a portable due to not enough space, they also would need a proper safe playground.
3. Bus routes to Spencer Valley, according to the bus routes online our house is just outside of the published bus routes (off harvest). However it is currently not safe to walk her to school, there are no sidewalks on Brock road leading up to the school, are the bus routes going to be evaluated?
4. As mentioned above one of the reasons we moved to the community and continue to stay in the community is due the schools, if for some reason Millgrove was the JK - 8 school we would considering moving out or contest the decision and look at sending her to Dundas as it would be a shorter drive.

Thanks
Karen

Correspondence #2

ARC committee,

Firstly, thank you for all the time you are dedicating to representing us as school communities to make a huge decision to better our children's education career and environment.

I am a mom of 3 children, 2 who currently attend Greensville and one who can't wait to go. When I first heard the possible closing of Greensville I was devastated to think that we would lose such a wonderful and historical school, we have families who are 5th generation students, something no other school has.

I am a member of Greensville's parent council and have attended several public meetings and have done a lot of listening. What I have heard is 5 schools with different wants and needs. If we want to better our children's school experience and environment I realize that sadly we need to close schools.

Working Group Meeting # 5 Correspondence

I feel the best option to meet the requirements of reducing empty seats and decreasing costs is to close Greenville and Millgrove and build a new K-8 school on Spencer Valley site, and when the building is complete move all the students into the brand new school. Until the new school is complete leave children in their current schools.

And to also do the same for Beverly Central and Dr. Seaton, as the boards proposed plan to band-aid Dr. Seaton and move all the students there is unacceptable. I am looking forward to attending the public meeting at Dr. Seaton to see the apparent poor condition of the school that I have heard from concerned parents.

Thank you for your time and commitment to our kids.

Sincerely, Kristin Weber
Greenville Public School

Correspondence #3

If the option selected by the Trustees involves an addition to an existing building or the building of a new school, what happens if funding requests from HWDSB are not granted by the Ministry? Does the status quo continue? Will they partially implement the selected option until funds are available? Will another option be selected?

Angie Gordon
Greenville School Parent



Elementary ACCOMMODATION Review Committee

ARC

Accommodation Review Committee - West Flamborough

WG mtg #5 Nov 27/13

Committee Members

Sign-in Sheet

Position	Name
Accommodation Review Committee Chair	Mag Gardner
Voting Members	
Beverly Central parent representative from School Council/Home and School	Candice Goodale Home: [REDACTED] [REDACTED] <i>Candice Goodale</i>
Beverly Central parent representative from School Council/Home and School	Melissa Slote Home: 905-659-6456 Cell: 905-746-3254 Email: melissa_slote@hotmail.com <i>MSlote</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenneuval Home: 519-647-0838 Email: jladevito@hotmail.com <i>il gets</i>
Beverly Central teaching or non-teaching staff	John Belanger Home: [REDACTED] Cell: [REDACTED] Email: john.belanger@hwdsb.on.ca <i>J Belanger</i>
Beverly Central teaching or non-teaching staff	David Wardell Home: 905-318-8088 Email: david.wardell@hwdsb.on.ca <i>il gets</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee Cell: 519-658-3250 Email: paintedpromise@hotmail.com <i>Patti Lee</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie Cell: 519-241-0487 Email: momrox39@gmail.com <i>not present</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-623-8589 Cell: 519-827-4052 En: [REDACTED] <i>BH</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro Home: [REDACTED] Cell: [REDACTED] Email: [REDACTED]
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire Home: [REDACTED] Cell: [REDACTED] Email: Shelley.mcguire@hwdsb.on.ca <i>SMcG</i>
Greenville parent representative from School Council/Home and School	Callie Matthews Home: [REDACTED] Cell: [REDACTED] Email: matthews4@speedway.ca <i>Matthews</i>

Elementary ACCOMMODATION Review Committee

ARC

Greensville parent representative from School Council/Home and School	Kristin Glasbergen [Redacted] <i>KL</i>
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca <i>Sue VanEgdom</i>
Greensville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca <i>C. Grantham</i>
Greensville teaching or non-teaching staff	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca <i>Heather Ryan</i>
Millgrove parent representative from School Council/Home and School	Jessica Dymont Home: Cell: <i>J. Dymont</i> Email: jess_dymont@hotmail.com
Millgrove parent representative from School Council/Home and School	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca <i>Sara Ardiel</i>
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com <i>Anthony Hunter</i>
Millgrove teaching or non-teaching staff	Marguerite Richer Home: 905-528-4925 Email: marguerite.richer@hwdsb.on.ca <i>Marguerite Richer</i>
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca <i>C. Evans</i>
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca <i>T. Brittain</i>
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech [Redacted] <i>P. Beech</i>
Spencer Valley teaching or non-teaching staff	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca <i>R. Kott</i>
Non- Voting Representatives	
Area Trustee	Karen Turkstra <i>Karen Turkstra</i>
Beverly Central Principal	Doug Dunford <i>D. Dunford</i>
Dr. John Seaton Principal	Eddie Grattan <i>E. Grattan</i>
Greensville Principal	Kate Fischer <i>K. Fischer</i>
Millgrove Principal	Stewart Cameron <i>S. Cameron</i>

Elementary
**ACCOMMODATION
Review Committee**

ARC

Spencer Valley Principal	Kim Short	<i>Kim Short</i>
Planning and Accommodation Resource Staff	Bob Fex	<i>BOB FEX</i>
Administrative Support Staff	Kathy Forde	<i>Kathy Forde</i>

West Flamborough Accommodation Review Committee

Working Group Meeting # 6

Wednesday, December 11, 2013

6:00 p.m.

**Greensville Elementary School
625 Harvest Road, Sheffield, ON**

Minutes

ATTENDANCE:

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baille, Pamela Beach, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Callie Matthews, Stephanie Munro, Heather Ryan, Janine Vandenheuval, Sue VanEgdom, David Wardell

Non-Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Kristin Glasbergen, Shelley McGuire, Marguerite Richer, Melissa Slote,

Non-Voting Members - Nil

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - 3 public attendees present - Greensville (2); Dundana (1)

1. Call to Order

Mag Gardner called the meeting to order. The intent of the meeting was for reflection and consideration of details to move towards one or two recommendations.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

Approved by consensus by a show of hands.

3. Minutes from Working Group Meeting # 5

3.1 Clarification

Nil

3.2 Approval of Minutes

Approved by consensus by a show of hands.

4. Minutes from Public Meeting # 3

4.1 Clarification

Nil

4.2 Approval of Minutes

Approved by consensus by a show of hands.

5. Correspondence

Correspondence has provided healthy public input. Members continue to review the insights and comments received. Public concerns are understood. Correspondence is not edited. It is intended for information and consideration relevant to the ARC review. New correspondence from the Millgrove Children's Centre was provided as a handout. All correspondence is posted on the website at www.hwdsb.on.ca for information.

6. Review of ARC Options and Public Meeting # 3

6.1 Discussion

Guiding principles created by committee members to assist in collectively developing options were reviewed. Capacity numbers have been added to the options based on various scenarios of renovation and new builds. The goal is to optimize facilities and get as close as possible to the 85-95% utilization target since under-utilization is one of the main factors of the ARC review. School closures are intended to accommodate students and programming. Data, public feedback and School Information Profiles provide the details needed for narrowing down the options. The three options presented at Public Meeting # 3 were also reviewed:

Option #1

- **Close all 5 schools**
- **New school on Spencer (for Spencer, Millgrove and Greenville)**
- **New site (Beverly Central Community Centre) for Beverly and Seaton (involves a realignment of catchment area to generally balance the two schools' populations)**

Option #2

- Close Millgrove and Greenville and renovate Spencer Valley (making it a JK-8)
- Close Beverly and Seaton with a new JK-8 school on the Beverly Central school site (involves a realignment of catchment area to generally balance the two schools' populations)

Option #3

- New school for Seaton and Beverly at a central location
- Greenville goes to a renovated Spencer Valley (JK-8)
- Millgrove remains open status quo or explore the viability of a JK-8 (there would be no change in current catchment area)

Members took time to review the options, process the information and share ideas. Initial discussions included the following details and potential options:

Option 1 & 2

- Consolidate Greenville, Millgrove and Spencer Valley in 2015 (new school or construct permanent addition at Spencer Valley)
- Consolidate Beverly Central and Dr. Seaton on the Community Centre site or at Beverly Central in 2015 (new school capacity to be approximately 350)

Option 3A

- Consolidate Greenville and Spencer Valley in 2015 (new school or construct permanent addition)
- Consolidate Beverly Central and Dr. Seaton at a central location in 2015 (new school capacity to be approximately 350)
- Millgrove remains status quo

Option 3B

- Consolidate Greenville and Spencer Valley in 2015 (new school or construct permanent addition)
- Consolidate Beverly Central and Dr. Seaton at a central location in 2015 (new school capacity to be approximately 350)
- Millgrove becomes JK-8 (portable accommodation or construct permanent addition)

Regarding property, it was noted that school lands are not sold simply for the sake of money. Lands can also be exchanged. In the past, new schools have been built on existing sites and on purchased lands. Although land procurement takes more time it should not be considered negatively by Trustees. Trustees would look for any money needed and deferred maintenance costs can also be utilized. Karen Turkstra noted that there will be an investigative meeting with the City regarding the idea of obtaining some green space to build a new school. The property

at the Beverly Community site is expansive but is utilized with fields and parking. Discussions will indicate whether the idea of pursuing land at the Beverly Community site is a complicated venture or if there is potential.

Members noted that according to the greenbelt map, Seaton seems to have a protected layer which may make it difficult to sell to the general public. Feasibility needs to be considered. Bob Fex can explore any zoning restrictions that might apply if and when needed. A geographic perspective may be added as a new layer of data.

Further collaboration was required to move towards selection of a preferred option. The optimal recommendation will be put forth with the best information, data and facts available at the time of discussions noting that a few unknowns can always be expected. It was noted that much public feedback focuses on transportation and the length of bus rides. Again, with guiding principles, public input and data in mind, members formed breakout groups to collaborate on the following possibilities:

Millgrove - JK-5 / JK-8 /close

- Low student population will present a challenge for sports, activities and programming and would reduce competition
- The public preferred JK-5 for Millgrove
- The public was concerned with the number of transitions for students and some seemed unclear about the transition to high school
- The exact date for the next ARC review for West Flamborough is unknown although policy stipulates no sooner than five years. Year two (2014/15) of the current ARC review will be postponed for one year which pushes the entire process back. Either way, we would not want to take communities through this process again anytime soon.
- The aim is to reach overall total utilization numbers at percentages desired with all schools together. Rural schools are considered a little differently due to transportation. There may be more flexibility in terms of utilization numbers.
- The idea of Millgrove as a JK-3 school was also explored. Members could not identify any benefits but noted that low enrolment could result in combined classes with multiple grades. Based on data, enrolment would only amount to approximately 125 students. As such, this scenario would not meet criteria, tiny schools are not desired and the formula used to calculate staff needed to run a school (principal, secretary, custodial) may not work.
- A vote by secret ballot was conducted on the preference for Millgrove as:
 - **JK-5 [18 votes]**
 - JK-8 [1 vote]
- Additional discussion was needed to become grounded for moving forward.

- Millgrove has been a school of significant interest to the public. It will be important to determine whether Millgrove stays open or closes. Members formed breakout groups again with representation from each school to discuss the benefits and challenges for Millgrove to remain status quo (JK-5) versus closure.
- A vote by secret ballot was conducted on the preference for Millgrove as:
 - **Status Quo (JK-5) [11 votes]**
 - Closure [8 votes]

Mag Gardner noted that the group has worked cohesively with collective leadership. Progressive thinking has come a long way. The votes provide a sense of direction for moving forward. If Millgrove remains status quo (JK-5) then Options 1 and 2 are off the table. As such, members formed breakout groups again to look at Option 3 and any potential implications. Main insights were reported from each group as follows:

- Keeping Millgrove open may impact the proposal for a new school for Spencer Valley and implicate funding since Millgrove would generate extra costs needed for renovations - costs need to be explored.
- Leaving Millgrove as a K-5 school may create a concern with the dynamics between small and large school populations especially if Spencer Valley becomes top heavy in terms of intermediate classes. However, a top-heavy school with many intermediate classes can be a positive thing allowing programs such as reading buddies where all ages learn together and mingle well.
- Balance in population is important.
- We have abandoned the idea of building on Seaton too quickly where a large footprint exists.
- If asking for a new school, knowing the size of the Beverly site we could build up to ensure the footprint does not get bigger - we can build up and improve septic.
- It makes sense for all students in grades 6, 7 and 8 to go to one school (Beverly Central)
- If the Beverly Community site is not available, we should build on the Seaton site which has more land then change the boundaries.
- Septic and location to be considered.
- If using a larger site to combine three schools (Millgrove, Spencer, Greenville) and if building to address walkability, consider potential for building on Greenville site.
- Karen Turkstra added that as a whole community, people need to be aware of any greenspace that enhances the quality of student life. As such, the arboretum should be noted since the idea of building on Greenville has been raised even though we do we have enough information.

6.2 Boundary Alignments

Boundary realignments will need to be done before numbers are run.

6.3 Refine Options

Final thoughts to move forward:

- Will the Ministry provide funding to build two new schools
- Will be wise to put forward one option with a new build and a backup plan
- Identify things that are walkable i.e. libraries, field trips
- How does being in a village/hamlet contribute to the life of the school - what are the advantages
- Is Spencer Valley in poor enough state to close
- Option 3 to be carefully considered - what are the impacts
- Fresh perspective in January will help to advance our thinking

For the next meeting, Bob Fex will add projected costs and savings (another layer of data) for comparison and further examination to help inform refinement of the options as work moves forward. Insight on septic issues was conveyed. Septic systems and the ability to meet septic requirements based of ARC options do not appear to generate construction barriers. This information was gathered from an experienced engineer consultant who has done work in the Flamborough area including school in this review. If they cannot go deeper they can build upwards so there are options although testing would be needed and money available.

An opportunity to visit a new school (Guy Brown / Sir William Osler) will be explored.

7. Next Steps

- **Next Working Group Meeting # 7 - January 15, 2014 at Beverly Central**
 - Finalize options based on public consultations
- **Next Public Meeting # 4 - January 22, 2014 at Greensville**
 - Present draft ARC report with options

8. Adjournment

The meeting adjourned at 9:05 p.m.

Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting #5
- Draft Minutes - Public Meeting # 3
- Options Presented to the Public
- Correspondence

West Flamborough Accommodation Review Committee

Working Group Meeting # 6

Wednesday, December 11th, 2013

6:00 p.m. – 9:00 p.m.

**Greenville Elementary School
625 Harvest Road, Greenville, ON**

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, 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. Minutes from Public Meeting #3
 - 4.1 Clarification
 - 4.2 Approval of minutes
5. Correspondence
6. Review of ARC Options and Public Meeting #3
 - 6.1 Discussion
 - 6.2 Boundary alignments
 - 6.3 Refine options
7. Next Steps – Working Group Meeting #7 preparation (January 15th @ Beverly Central)
8. Adjournment

Next Working Group Meeting – January 15th, 2013 at Beverly Central ES

All Accommodation Review Committee Meetings are open to the public



West Flamborough

Accommodation Review Committee Working Group Meeting # 6

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Greensville – December 11th, 2013



Committee Guiding Principles

Process of creating Guiding Principles

- Examining recorded data from public meetings
- Reading through data
- Focusing of main ideas and identifying patterns in the data
- Summarizing the main themes and developing a list of common principles to help in decision making

Guiding Principles for Decision Making

Program Offerings

Transportation

Resources

21st Century Learning

Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion



Principle #2: Transportation

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)

Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation



Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces

Other Considerations

- **Timeline:** extended to at least September 2015 or until facilities/construction are completed
- Commit to quality teaching learning environments that support student achievement
- **Facilities:** School facilities and infrastructure meet the needs of our students in the 21st century

- **Program offering:** ensure that we have specialty rooms (e.g. technology, science lab, music, French space, art rooms, learning resource) along with technology that is current-date
- ensure quality and consistency of programming (see above) across all children within the Accommodation Review Area



- **Transportation:**
 - Will not exceed 45 minutes
- **Transition points:**
 - Resources: when/if a school closes then the resources move



Accommodation Review Committee DRAFT Options

In creating our Options, our best thinking to date is:

- extended to at least September 2015 or until facilities/construction are completed

- French Immersion is not part of recommendations

Option #1

- Close all 5 schools.
- New school on Spencer (for Spencer, Millgrove and Greensville)
- New site (Beverly Central Community Centre) for Beverly and Seaton.
 - This involves a realignment of catchment area to generally balance the two schools' populations.

Option #2

- Close Millgrove and Greensville and renovate Spencer Valley (making it a JK-8).
- Close Beverly and Seaton with a new JK-8 school on the Beverly Central school site.
 - This involves a realignment of catchment area to generally balance the two schools' populations.

Option #3

- New school for Seaton and Beverly at a central location.
- Greensville goes to a renovated Spencer Valley (JK-8).
- Millgrove remains open status quo or we explore the viability of a JK-8.
 - There would be no change in current catchment area.

In creating our Options, our best thinking to date is:

- Greensville school and site: to close
- Seaton school and site: to close
- Beverly Central school to close, site is an option for a new school
- Spencer Valley: site to stay open



Discussion



Tonight's Framework

- 1) Millgrove: what do we recommend...
- 2) Spencer Valley and Greensville: what do we recommend...
- 3) Seaton and Beverly Central: what do we recommend...

Next Steps:

- Next working group meetings the committee will finalize accommodation options based on public consultations
- At Public Meeting #4 a Draft Committee Accommodation Report with its interim accommodation Option(s) will be presented
- If you have any ideas of your own please share with an accommodation committee member from your school or at arcinfo@hwdsb.on.ca



Next Public Meeting

January 22nd, 2013

at Greensville Elementary School

Objective

Present Draft ARC Report with Option/s

Next Working Group Meeting

January 15th, 2013

at Beverly Central Elementary School

Thank You

West Flamborough 3 Options presented to the Public December 4th 2013

Option #1

- Close all 5 schools.
- New school on Spencer (for Spencer, Millgrove and Greenville)
- New site (Beverly Central Community Centre) for Beverly and Seaton.
 - This involves a realignment of catchment area to generally balance the two schools' populations

Option #2

- Close Millgrove and Greenville and renovate Spencer Valley (making it a JK-8).
- Close Beverly and Seaton with a new JK-8 school on the Beverly Central school site.
 - This involves a realignment of catchment area to generally balance the two schools' populations.

Option #3

- New school for Seaton and Beverly at a central location.
- Greenville goes to a renovated Spencer Valley (JK-8).
- Millgrove remains open status quo or we explore the viability of a JK-8.
 - There would be no change in current catchment area.

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Beverly Central	230	166	164	152	364	356	341	327	323	323	316	324
		72%	71%	66%	158%	155%	148%	142%	140%	140%	137%	141%
Dr. John Seaton	348	243	225	228	0	0	0	0	0	0	0	0
		70%	65%	66%	0%	0%	0%	0%	0%	0%	0%	0%
Greenville	222	197	194	182	0	0	0	0	0	0	0	0
		89%	88%	82%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	0	0	0	0	0	0	0	0
		81%	79%	78%	0%	0%	0%	0%	0%	0%	0%	0%
Spencer Valley	369	177	189	197	540	534	516	508	503	500	500	490
		48%	51%	53%	146%	145%	140%	138%	136%	135%	135%	133%
Total	1,396	966	950	936	904	890	858	835	826	822	815	814
		69%	68%	67%	126%	124%	120%	116%	115%	115%	114%	114%
Capacity 2015	717											
Capacity 2015 w new 500												
Capacity school	848	107%	105%	101%	98%	97%	97%	96%	96%			

- Consolidate Greenville, Milgrove, and Spencer Valley in 2015
 - New School or Construct permanent addtion at Spencer Valley
- Consolidate Beverly Central and Dr Seaton on the Community Centre site or at Bevely Central in 2015
 - New school capacity to be approximately 350

* Note: Capacities (OTG) have been revised to reflect additional kindergarten room changes

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Beverly Central	230	166	164	152	0	0	0	0	0	0	0	0
		72%	71%	66%	0%	0%	0%	0%	0%	0%	0%	0%
Dr. John Seaton	348	243	225	228	364	356	341	327	323	323	316	324
		70%	65%	66%	104%	102%	98%	94%	93%	93%	91%	93%
Greenville	222	197	194	182	0	0	0	0	0	0	0	0
		89%	88%	82%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	171	175	174	179	170	169	168	166
		81%	79%	78%	75%	77%	76%	79%	75%	74%	74%	73%
Spencer Valley	369	177	189	197	369	358	343	330	333	331	332	324
		48%	51%	53%	100%	97%	93%	89%	90%	90%	90%	88%
Total	1,396	966	950	936	904	890	858	835	826	822	815	814
		69%	68%	67%	96%	94%	91%	88%	88%	87%	86%	86%

Capacity 2015 944

- Consolidate Greenville and Spencer Valley in 2015
 - New School or Construct permanent addition
- Consolidate Beverly Central and Dr Seaton at a central location in 2015
 - New school capacity to be approximately 350
- Millgrove remains Status Quo

* Note: Capacities (OTG) have been revised to reflect additional kindergarten room changes

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Beverly Central	230	166	164	152	0	0	0	0	0	0	0	0
		72%	71%	66%	0%	0%	0%	0%	0%	0%	0%	0%
Dr. John Seaton	348	243	225	228	364	356	341	327	323	323	316	324
		70%	65%	66%	104%	102%	98%	94%	93%	93%	91%	93%
Greenville	222	197	194	182	0	0	0	0	0	0	0	0
		89%	88%	82%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	201	225	250	244	246	236	240	238
		81%	79%	78%	89%	99%	110%	107%	108%	104%	106%	105%
Spencer Valley	369	177	189	197	339	308	267	265	257	264	260	252
		48%	51%	53%	92%	83%	72%	72%	70%	72%	70%	68%
Total	1,396	966	950	936	904	890	858	835	826	822	815	814
		69%	68%	67%	96%	94%	91%	88%	88%	87%	86%	86%

Capacity 2015 944

- Consolidate Greenville and Spencer Valley in 2015
 - New School or Construct permanent addition
- Consolidate Beverly Central and Dr Seaton at a central location in 2015
 - New school capacity to be approximately 350
- Millgrove becomes JK-8
 - Portable accommodation or construct permanent addition

* Note: Capacities (OTG) have been revised to reflect additional kindergarten room changes

Correspondence #1

December 2, 2013

To the ARC Committee,

As residents of Freelon we are in the catchment for Millgrove. My daughter is enjoying her second year of school at Millgrove. Looking at a map of West Flamborough and where each of the 5 schools are located it is plain to see Millgrove's location is the only one that can reasonably serve the communities along the eastern boundary. Closing Millgrove would alienate these communities and their families.

Among the recommendations from the ARC committee is to close Millgrove and send our children to either a renovated Spencer Valley school. Since the majority of Millgrove students are bused in we would now be looking at unreasonably long commutes for our children. Can you imagine your 4 year old sitting on the bus for almost an hour just to get to school? Add to that the new all-day every day kindergarten 6 hour schedule then the ride home. Excessive? Yes...and unhealthy for any small child. There is no doubt busing Millgrove children to Spencer Valley would have a negative impact on our children's well-being and education.

I can't help but wonder what impact closing Millgrove would have on our property values. New families may question moving here knowing that the area has no schools within a reasonable distance.

The families of Millgrove choose to live rurally. Part of that includes rural schools. I moved away from Toronto and its 600 plus student elementary schools so my daughter could benefit from the smaller family and community-friendly experience provided by Millgrove. We moved to Freelon because we wanted to live in a rural setting. More and more it seems the urban creep of Hamilton disrupts our lives. Our property taxes have doubled since amalgamation and we have little or no city services to show for it. Can't they at least LEAVE OUR SCHOOLS ALONE!

Our school delivers results! Millgrove's teachers work with the students has consistently produced some of the Board's highest EQAQ results in Math, Reading and Writing. Every grade 3 student from last year met or exceeded the provincial governments EQAQ assessment. As the Flamborough Review put it ..." an achievement unmatched by any other class in Hamilton... In most schools across the Hamilton-Wentworth District board, however, math results are trending in the opposite direction." Not at Millgrove though... our school works.

I have no doubt the families of the other schools feel similar. The provincial government's current education policy forbids schools to have excess space and penalizes school boards that don't close schools. The Provincial government, the Hamilton City council and the HWDSB support an urban Ontario and leave the rural communities unsupported. They strip away our lifestyle and heritage as if it is nothing. Shame on you!

Millgrove School is located in a historically significant building. Do we get to celebrate our 100th anniversary in 2014 or will we be forced to lock the doors as the urbanization of rural Ontario continues unabated.

Sincerely,

J. Parry
A Millgrove Mom

Correspondence #2

Rosalyn & Robert Vanderboom
933 Brock Rd, RR#4
Dundas, ON
L9H 5E4
December 1/13

To the Working committee of the ARC

Regarding Proposed Solutions for the West Flamborough ARC review

As parents of children at Millgrove Public school (MPS) and Spencer Valley School (SVS), we would like to relay our concerns re: the proposed solution of consolidating five schools into two sites, for the following reasons;

1. Based on the geographical size of our West Flamborough catchment area, it is impossible to maintain timely transportation to two school locations. In reducing the number of sites and closing Millgrove school, the transportation times for those at the northern borders of our catchment will increase, which will significantly alter the fatigue and learning ability of our youngest students, by increasing the length of their day.
2. Merits of Millgrove school – Millgrove school has the advantage of a seamless day, with private daycare available to families almost everyday of the year, without adding transportation to attend full year daycare. This is not available at any other school site in West Flamborough.
3. Recommendation to reduce to two sites is not necessarily feasible based on limited septic capacity at all five available sites. Will well water capacity tests be completed?
4. **Value of Millgrove Public school site to HWDSB/Future planning** – this site has the lowest capital expenditures (current and at 10 years) of the five sites. This school site has potential value to provide accommodation support for the unpredictable growth & school accommodation needs of Waterdown. We do not want to experience another waste of taxpayers' dollars, similar to the ongoing high cost of the expropriation process at the Scott Park High school site. Lack of potential future school sites in this area is a real concern, due to the restrictions of the Greenbelt Planning Act. Let's keep three sites and avoid this!

It remains our desire to have our children attend school locally, at Millgrove Public school for grades K-5, Spencer Valley for grades 6-8, followed by Waterdown High school (WDHS). With regards to highschool, it remains important to our family that our children have the opportunity to attend at WDHS, based on proximity and the opportunities available to us in the town of Waterdown,

Sincerely,

Rosalyn & Robert Vanderboom

Cc Karen Turkstra
Cc Robert Pasuta
Cc Judy Partridge

Correspondence #3

Hello,

Thank you for considering our letter in regards to the possibility of closing Millgrove School. We are writing this email to voice our concerns as parents of children attending Millgrove Public school. Millgrove is a wonderful school with fabulous teachers and our children are thriving in this environment. Also, part of what makes them thrive is the close knit community of friends who also attend Millgrove. A smaller environment for the children to learn will provide a more 'one on one' learning experience. They will have ample opportunity to move into a larger school and meet new people when they proceed to their middle school and even more so when they attend high school.

We do feel that closing Millgrove would be a huge mistake for the children. We need to keep their best learning interests at heart and keep the school open. In our opinion smaller schools help in the development of stronger, smarter, and more compassionate children. The children are not likely to slip 'through the cracks' in this type of learning environment where as in a larger school, the potential is far greater. There is less potential for bullying in smaller schools. Combining these schools would open up new problems where this is concerned. Closing Millgrove will deplete the sense of close 'community' our children are taught in this environment. In attending this school our children have met wonderful friends whose entire families come together and support each other both emotionally and physically when there is need. This sense of close community will be lost if our children are thrown into a larger school.

Millgrove is worth fighting for to keep open! We are 100% against the Millgrove school closure.

Regards,

Nicole and Robert Safko

18 Gavin Dr

Freelton

.....

From:"Partridge, Judi" <Judi.Partridge@hamilton.ca>04/12/2013 12:13:36 PM

Thank you for taking the time to send me your comments regarding the Hamilton School Board review of Flamborough West Schools.

First, the decision on school closures is completely out of the city of Hamilton's control, the decision is solely made by the Hamilton School Board. It is my understanding that Millgrove School is being recommended to remain open and receive students from the Greenville School which is recommended for closure.

Karen, would you please confirm which is correct; is Millgrove slated to close or stay open?

As the Councillor for Millgrove School and many of it's students, I would definitely not be in support of a closure now or in future and will actively work to keep it open.

Thank you again,

With kind regards,

Correspondence #4

Karen Hannah

I was looking at the 3 options presented at the ARC meeting last night and the addition of the 4th option (close Greensville and Millgrove and build new on greensville site).

My preference would be either option 1 or 4 to build a new school on either the spencer valley site or greensville site. Spencer valley is already over 40 years old and will or will be running into renovation issues anyway. I think it is best to build new and start fresh with a "super" school that can service all the areas effectively and safely. The greensville site is a "safer" location not as close to the busy roads however the spencer valley site is bigger and can accommodate the need more parking etc that will come with a bigger school and traffic at drop off and pick up times. Being a Greensville parent the current traffic and parking with that school is a nightmare and can be dangerous with all the kids walking around.

Thanks.

Correspondence #5

> To the ARC Committee,

> I wanted to let my support be known for the proposal made by the Greensville parents to build a new k-8 school on the Greensville site. What a fantastic opportunity for the kids and unique opportunity for the board to have a new school that backs onto the (proposed) brand new park!

>

> Kind Regards,

> Becky Miller

Correspondence #6

Shannon Kyles
ontarioarchitecture.com
632 Harvest Road
Greensville
L9H 5K7

Dear Members of the [Millgrove Public School council and interested members of ARC](#),

This letter addresses the current proposals to demolish two historic buildings in the Greensville area; Greensville Public School and Millgrove Public School. I am writing both as a Greensville resident and as an architectural historian.

As a Greensville resident, a considerable percentage of my property tax bill goes to public schools. I don't have children. Why should I pay for the county's parents to educate their children? The reason is obvious. Educating the children in a community helps to enrich the whole community and provide adults capable of making informed decisions when they mature and become parents themselves. Everyone pays for the education of the county's children and the **WHOLE SOCIETY BENEFITS**.

The demolition of these two schools and the provision for ostensibly better schools is thus a matter of

importance to all members of the society and all taxpayers. I would like to set forth a few points that may be relevant to the discussion. I am aware that I am a late comer to this discussion and apologize for not being both better and earlier informed.

My understanding is that there are five schools. Popular sentiment has it that two buildings need to be torn down in order to have revenue shifted to the remaining three schools which will be enriched with more facilities and newer buildings. The children in the areas surrounding the original schools will then be bused to the new schools: the idea is that the new rooms, computers, gyms, and food courts will compensate for the inconvenience of the commute.

By tearing down Millgrove school and building another one in its place or, even worse, sending the children off to another school somewhere else, there is no benefit to the county that I live in. To tear down the historic portion of Greenville Public School is nothing short of vandalism. I would like to offer some points for the discussion.

Sustainability – land fills, green, etc.

The words sustainable and green have lost their meaning over the past few years as everyone from toothpaste manufacturers to taxi cabs tag these onto their marketing platforms. I have never been able to follow the argument that tearing down a perfectly good building, sending it to the landfills, and then re-constructing another in its place is somehow 'sustainable'.

Correspondence #7

Wade & Lori Elliott

20 Tews Lane

Dundas, ON

L9H 7N4

December 5, 2013

Attention: Karen Turkstra and ARC committee members

This letter is in follow-up to the current ARC process and recommendations for elementary school in West Flamborough. My daughter currently attends Greenville School and our second daughter will be entering JK in 2 years' time. I have previously submitted a letter outlining some concerns to Ms. Turkstra and thank you having your response. I have been following closely the process to date as well as had the opportunity to attend a couple of the meetings. Unfortunately I was not able to attend the meeting last night however have received feedback on the 3 proposals that were discussed at the meeting as well as I understand a fourth proposal put forth by a couple of parents from Greenville that suggested building a new K-8 school on the Greenville site and having Millgrove students come to that new school for grades 6-7-8. This fourth proposal is one that I strongly support and have made the suggestion at some of our school parent meetings previously. Realizing that none of us really want our local schools to close, and change is inevitable, the change that ultimately takes place should be both to the benefit of the students overall educational experience as well as being fiscally responsible with a long term vision. In my view, this likely should involve construction of a new school that will be modern and also functional for many years to come rather than attempting major renovations to existing schools that will be costly and likely need further improvements in the near future.

Having said that and recognizing the three proposals that were put forth at the meeting yesterday, each with their own merits I strongly encourage Ms. Turkstra, and the ARC committee members to also consider the idea put forth last night of constructing a new K-8 school on the current Greenville site. This would involve closing

Spencer Valley and moving K-8 students in to the new proposed schools as well as maintaining Millgrove K-5 and having Millgrove students attend the new school for grades 6-8. I think the following points should be considered in support of this:

- The site of Greenville school currently is a slightly more centralized location than Spencer Valley
- Current Greenville site offers adjacent natural resources that both enhance and provide learning opportunities that simply are not found at other locations. Specifically the new Tews Park and Arboretum immediately adjacent to the schools as well as Webster's and Tews Falls both within walking distances and offer many enhanced learning opportunities that are easily accessible and also add to the overall appeal and natural wonder of the area.
- Currently the Greenville site is listed as 4.85 acres which is not an unreasonable size land to also provide adequate play structures and fields.
- Also, as a suggestion – the vacant land adjacent to the east of Greenville – could this be considered to be acquired and enhance further the size of the property. This land appears to be in and about 1 acre which would increase the size of the property to just under 6 acres
- Also, sidewalks and the parking lot and bus turnaround have just recently been refurbished and therefore a significant cost savings in terms of infrastructure would be realized by this work not needing to be done or much less extensive work.
- Specifically with a Spencer Valley locations, sidewalks as well as street lighting does not currently exist which I presume would add a fair bit to a cost projection.

Thank you for your time and consideration of my thoughts and suggestions.

Sincerely,

Wade Elliott

Correspondence #8

Good morning!

I am a parent at greensville school with three children currently attending. I was unable to attend last night's arc meeting but would like to offer my input.

I would love to see the possibility of having a new school built on the current greensville school site. It's a beautiful playground and with the new arboretum being built behind the school I think it would be wonderful. I hope that this possibility is considered.

Thank you.

Shannon Cobham

Correspondence #9

Mrs. Turkstra:

I am a parent of 2 children which currently attend Greenville public school. We live on Algonquin Avenue just south of highway # 5, west of Highway #6, which is part of the proposed boundary change. My son is currently in grade 3 and my daughter in grade 5. My daughter will be attending Spencer Valley in 2014. I have

concerns that my son will be leaving his friends at Greenville to go to Millgrove for 2 years, then to Spencer Valley for 3 years and on to Dundas for High school, when the Millgrove kids will be going to High school in Waterdown. I don't think it is fair for him to have to leave his friends for 2 years only to return to them 2 years later. My son is very shy and does not do well with change, I feel that there will be too many transitions for him, and they are unnecessary. My daughter will be attending Spencer when my son goes in 2016 it seems silly that now you are going to have a Greenville/Spencer and Millgrove bus going down the same street. In fact all the children that live on this street are in the same situation they all will have older siblings at Spencer Valley. It can also pose a problem for bus times in regards to daycare as the kids will be on two different buses at different times. At present both my kids are on the same bus and would be for the until my daughter enters highschool. I feel that the boundary change is unnecessary and that my son is being used as a pawn to get the Millgrove student numbers up to justify your proposed closures of Greenville. I feel that the boundary change should not be altered as the staff proposal recommends. However if the proposed boundary is changed and Millgrove remains open as proposed and Greenville and Spencer combine, I would ask at this time my son be exempt (grandfathered) from any boundary change and be allowed to continue going to school with his Greenville classmates and his sister.

Thanks for your consideration in this matter. Dawn Tyios

.....

Dear Mrs. Turkstra:

In regards to the staff proposal of Greenville, Millgrove, Spencer Valley, Beverly and Seaton. There is no doubt in my mind from what everyone is saying the schools in the west, Beverly and Seaton definitely need a new school hands down. There is no question about it!

My children attend Greenville school at present, in 2014 the proposed date of closure my daughter will be attending Spencer and my son would be in grade four. (location undetermined due to boundary change)

I feel that what ever decision is made it should not be a band aid solution, and it should be done properly and not rushed. In saying that, if the board is only going to give our area 15 million dollars for example and its going to cost 15 million to build a new school for the west then that is all that should be done. The other schools should be left alone until the board has the proper funding to either renovate properly, or preferably build another new school properly.

I feel that leaving Millgrove open is only a band aid solution and that in time due to declining enrolment Millgrove too will be on the chopping block in the next few years, so what does that mean... more renovations, more kids relocating, more money and time wasted by the board.

I think the decision for Greenville, Spencer Valley and Millgrove should be stayed until the schools on the east side of highway # 6 are up for review. I know this is not how things work, but sometimes we have to look out side the box and if a better solution is possible with the schools on the other side of highway # 6 then lets look at that. I know if I were a Millgrove parent knowing my child would be attending High school in Waterdown I would want my children going to a Waterdown school sooner than later to start making friendships.

If the decision is not stayed then.....Joining Greenville and Spencer is the right thing to do, but again it has to be done properly, and in a realistic time frame. The question is ??? Will Millgrove join us immediately??? or in a couple years, and then will we have more needless renovations, will they go to Waterdown??

Let's think long and hard about this please, it shouldn't be about the all mighty dollar, this is our kids futures!!

When it is all said and done I think which ever site is chosen to combine the schools it should be a new school hands down! Lets face it all the schools are old and in need of more then a renovation! They all have bad air quality, drafts, septic and water issues. Guy Brown in Waterdown was close to the same age as Spencer Valley and they got a brand new school on the same property.

I like the idea of Spencer Valley moving to the Greenville site in a new school. Many families can continue walking to school. (Which is great for the environment) Lafarge is building a new park behind Greenville which could be utilized for education and even cross country practices or meets, the Bruce trail is right there, along with Webster's Falls .

Well, Thanks for listening
Dawn Tyios

Correspondence #10

Hi,

Unfortunately due to sickness I am not able to attend the ARC meeting this evening. I am a Millgrove parent from the N Flamborough area and would like to raise a couple of inquiries pertaining to this review:

I heard that portables are being considered at Spencer Valley to accommodate the merging of junior grades into this school - request that this be reconsidered and adding portables should not be a viable option (I don't feel my education taxes should be supporting my children's learning and development in portable environments! Also with a JK child with asthma I also would have concerns re portable environments and mould tolerance & her health)

Have we considered bus ride times for junior grades for North Flamborough parents and the Spencer Valley location?

As Balaclava school was a consideration for the middle/high school ARC review is this (and if not, why not?) a potential consideration for North Flamborough families Versus Spencer Valley which has a heavier Greenville/Dundas community presence & which does not have a bearing on North Flamborough families (i.e. we consider Carlisle, Waterdown to be part of our every day community)

What will it take to keep Millgrove open?

Thank you for your consideration,
Zara Thurgood

Correspondence #11

To the members of the ARC committee,

After attending last weeks public meeting I write to you again. My name is Kristin Weber and I have 3 children, 2 who currently attend Greensville and 1 who will begin in September 2015.

I initially expressed my interest in a new school building for K-8 students for Greensville, Spencer Valley, and Millgrove on the Spencer Valley Site. I chose this as a logical site because the board already owns the acreage. Now that I have learned and that the city owns over 10 acres around Greensville school, I don't see why we can't keep the school on the same property to take advantage of the already existing playground, safe neighbourhood sidewalks, and the soon to be built learning arboretum.

I know you are entering crunch time to be prepare one proposal for the trustee's but I feel strongly that a new school on the Greensville site is now a new viable option.

Thank you for reading and ALL the time you are committing to our kids!
Kristin Weber

Correspondence #12

Proposal for 3 sites within the ARC Boundary:

Summary of position on the ARC recommendations:

1. I support 3 sites within the ARC Boundary. Given the current information, my position is to keep Millgrove K-5 and strongly support a 3 site model that is supported by the other communities.
2. Above all, I refute strongly any option that involves closing Millgrove as Millgrove's population cannot be served effectively in a 2 site model.
3. Millgrove's location, transportation concerns, demographics and unique assets make closure of Millgrove Public school unacceptable without a reasonable alternative that addresses our major concerns. Options to combine Millgrove with other populations don't work.
4. There are three separate entities within the Flamborough ARC: Millgrove; Spencer Valley/ Greensville (related but separate to Millgrove as Millgrove is unique and cannot be served by a K-8 at either location); Beverly Central/ Dr. Seaton (separate issues and wishes to Millgrove so opportunities for them to figure out their best solution should be made).
5. Discussions trying to figure out how a K-8 would work at Millgrove (Option A presented below) are one way to try to solve transition and equalize enrollment issues, but they are completely irrelevant to me if it isn't realistic and doesn't align with other views from our or other populations. Nonetheless, possible solutions need to be brought forth before anyone can determine whether they are realistic or relevant.

Possible Option A for 3 site proposal:

1. Millgrove Public School becomes K-8 with renovation.
2. Spencer Valley or Greensville - K-8 school based on parent input / assessment of resources.
3. Dr. John Seaton site used for a new K-8 school based on parent input and Beverly Central closes.

Possible Option B for 3 site proposal (recognizing that Option A may not be feasible but Millgrove closure is unacceptable).

1. Millgrove remains K-5.
2. Spencer Valley or Greenville site - K-8 school based on parent input /assessment of resources.
3. Dr. John Seaton or Beverly site - K-8 school based on parent input / assessment of resources.

Detailed Explanation of 3 site proposal:

Option A) Millgrove K-8. Spencer Valley or Greenville K-8. Dr. Seaton K-8.

1) Millgrove becomes K-8 with boundary changes.

- Renovate (properly, not patchwork) and repurpose original 100 yr old building to innovative art centre (art and music rooms), science lab (doubles as grade 8 home room) and one classroom.
- Build new full size gym with change rooms and bathrooms.
- Extend parking lot across front of school and use church parking lot as community partner.
- Current facilities can accommodate 8 classrooms (grade 7 home room doubles as health room), library, computer/ media room).
- Consider possible boundary change to deal with enrollment concerns and provide more equality across the ARC region while respecting Millgrove's desire to maintain a smaller community-based school.
 - Possibly move western boundary to Westover Rd and 4th line and invite approx. 60 additional students (avg. 2/house) to join Millgrove catchment.
 - Possibly move southeastern boundary to include homes east of the Millgrove Side Rd. currently in the northeastern Greenville catchment and invite approx. 30 additional students (avg. 2/ house) to join Millgrove catchment.
 - Recognize community child care partner unique to Millgrove and allow out of catchment to Millgrove for additional enrollment opportunities if room exists.
 - Possible estimated Millgrove catchment enrollment ≥ 275 ($175 + 60 + 30 + \geq 10$)
 - Boundary changes – support from Beverly parents if significant and high quality renovations and additional programming?

2) Spencer Valley or Greenville becomes K-8 and close Greenville.

- Build new school (due to poor condition) on the Greenville site with preservation of remains of heritage building or build/ renovate at Spencer to reflect 21st century learning.
- Recognizing the unique asset of 8 acre site at Spencer and heritage building and possible associated city land assets at Greenville opens up discussion between two sites.
- Move the Spencer Valley boundary to include Greenville catchment with the exception below.
- Consider moving eastern boundary inward to Millgrove Side Rd and Sydenham Rd.
- Consider moving the western boundary westward to coincide with the new Millgrove western boundary at Westover Rd., south of the 4th line.

- Enrollment estimate would be 356 (177 SVS + 197 Greenville – 30 now in Millgrove catchment + approx. 12 from previous BC)
- Recognizing 1.5 proximity Greenville to Spencer Valley

3) **Dr. John Seaton site used for K-8 and close Beverly Central.**

- Build new school on the site to reflect 21st century learning and combined needs of Beverly Central and Dr. Seaton catchment (or renovate if BC/Dr. S parents deem reasonable).
- Recognizing unique asset of 14 acres, public voice supporting new school, expected Cambridge urban sprawl to continue into Dr. Seaton catchment which may or may not outweigh transportation concerns
- Beverly Central closes due to smaller site, proximity to both Millgrove and Spencer Valley (if both K-8), and unique asset in acreage at Dr. Seaton site.

The above option recognizes many aspects unique to the Millgrove community and school, as well as considerations from other regions:

- Transportation concerns due to geographical layout of catchment and location of other options for schools.
- Accrued transportation costs of a 2 school model over a 10 year period may be extremely high and meet renovation costs that would be sustainable past that time.
- Existing 100 yr old building in fair condition with unique architectural and heritage value, as well as open large space giving it potential for a creative 21st century interior space IF renovated properly with sustainability and versatility in mind.
- Community partner providing seamless child care around and outside of school times (365 d/yr) which is important to the community.
- Desire for continued out of catchment, relating to the above community partner.
- High EQAO scores – protect high end teachers currently employed at Millgrove
- Repurposed building provides innovative new art centre and new gym provide facilities for extra-curricular activities and attraction for community use. Millgrove has opportunities to partner with Waterdown area community as well for sports/ music/ art needs; thus, we are not ‘competing’ with Spencer Valley/ Greenville for community partners.
- Spencer Valley or Greenville septic restrictions likely prohibitive of one eastern large school site

Option 2: Millgrove K-5. Spencer Valley/Greenville K-8. Dr. Seaton/ BC K-8.

I recognize the current economic feasibility of continuing to allow Millgrove as a K-5 school to service our needs. Student transition issues remain, now that the middle school model is broken and Waterdown is the highschool option. However, the ARC process does not appear to be the most effective forum to deal with these challenges (separate issues for Millgrove) and a 2 site model creates additional problems instead of just solving a problem. A three site model including Millgrove is needed.

Above all, I refute any options with Millgrove closing and maintain value in continuing as a K-5 school:

1. Transportation to Spencer Valley for our junior children from the north part of our region would be too timely and costly, considering our population clusters.
2. Facility is in fair condition (leading condition for all the schools).
3. Facility is a green asset that holds rural heritage significance and large renovation potential that is not present at any other school.
4. High EQAO – protects high end teachers in the region.
5. Continues seamless day in and outside of school times (365 d/ yr) for community child care participants (not available at other schools, lack of official board partnership irrelevant).
6. Alternative suggestions are not suitable for our unique parent demographics due to size of proposed school, location and transportation concerns.
7. Millgrove’s out of catchment does not significantly impact any region as it is spread out. Opening up out of catchment again to Millgrove is a reasonable solution in light of our unique situation and will have the added benefit of continuing or steady enrollment.

.....

Difference between Greensville and Millgrove Public Schools from a rural heritage asset viewpoint:

There has been a suggestion that Greensville’s and Millgrove’s heritage buildings cannot be distinguished due to the fact they are both old. That suggestion is unfounded, based on a phone conversation¹ with Professor Shannon Kyles who is considered an Ontario rural heritage architecture expert².

Both schools include rural heritage properties built in the late 19th and early 20th century which hold tremendous community (local and provincial) value and should be preserved and valued as green assets.³ The Greensville property remains an asset to the HWDSB as a heritage property that may be attractive for private sale without demolition costs, specifically for restoration and preservation purposes. However, the original 100 yr old Millgrove building holds superior economic value to the HWDSB as a green asset for the HWDSB that allows for efficient continued use and versatility in future planning due to: the superior structural integrity^{4,5,6} and good condition⁷ (compared to Greensville’s unknown structural integrity⁸ and poor condition⁹); large open concept square footage that would reduce demolition costs and increase design flexibility for renovation (compared to Greensville’s one classroom with significant limitations and restoration/renovation costs); and layout with respect to the rest of the building which is clearly visible from the road to show preserved heritage and architectural features¹⁰ (compared to Greensville’s original building layout¹¹

being enveloped by more modern renovations and loss of heritage features requiring significant restoration costs). The differentiating feature between the heritage buildings is the Millgrove building green asset that allows for efficient continued use and versatility that melds respect for rural heritage and architecture and 21st century learning needs and efficiencies. The board needs 21st century thinking and decision making.

Additional considerations:

Another differentiating feature between heritage buildings within Millgrove and Greensville is the potential for financially feasible renovation for 21st century learning in line with the guiding principles of the working group. If a K-8 renovation was considered for Millgrove, then serious consideration should be made to convert this large space with innovative modern designs that take advantage of the significant architectural features that lend itself to creative class room designs and a potential art and music space that would attract community partners (brief initial consultation with Key Note studio manager elicited interest, especially when the idea of repurposing the inspiring building was mentioned). The school efficiencies and modernization strategy states that “living within our means while accelerating achievements will require creative thinking across the public.” Respecting the significant rural heritage of the outer shell of the building and the obvious asset in solid design and condition, and calling for innovative and creative use of the interior space by renovating to facilitate 21st century learning needs is a creative but feasible solution that should be considered seriously.

Professor Kyles is so invested to “help with the restoration and adaptive reuse of the Millgrove School for use as a school for the local inhabitants”, she has committed her time and resources to provide scaled measured architectural drawings of the building that can be used as the initial required step for any future renovations and are essential for record of buildings of rural heritage significance. Drawings of this scope are undervalued at \$10000¹ which will be made at no cost to Millgrove School or the HWDSB. Similarly, she will provide drawings for record of the 19th century building at Greensville which she maintains should be preserved.

Footnotes:

1. Phone conversation between Ev Post and Professor Shannon Kyles on Dec. 2nd, 2013.
2. Shannon Kyles is a heritage architecture expert, professor in the Department of Architecture at Mohawk College and the CBC correspondent for architecture on the Fresh Air program. Recently, she has received the national 2013 Award of Merit in Heritage Planning for her website OntarioArchitecture.com and the Hamilton Municipal Heritage Committee 2012 Education in Heritage award for her work at Mohawk College.
3. Letter from Shannon Kyles to Millgrove Public School Council and interested ARC members dated Dec. 3rd, 2013.

4. Millgrove building is “guaranteed better structurally than anything built after the wars” (Shannon Kyle letter referenced in footnote 3)
5. “Millgrove’s Edwardian foundations will be sound and better made than anything that can be found or made in this age, making it a sustainable and green asset for use now and in the future.” (Shannon Kyle phone conversation referenced in footnote 1)
6. “As a Greenville resident, paying property taxes which are slated for maintenance of public schools, I submit that tearing down Millgrove public school will result in a far inferior building that will cost a great deal more than a restoration and adaptive reuse of the existing building” (Shannon Kyle letter referenced in footnote 3).
7. HWDSB current and 10 year projection FCI for Millgrove Public School are superior to all other schools in the ARC: 24.6% and 32.5%, respectively.
8. “In 1927, Greenville School was given a basement and the long-awaited furnace. The basement almost meant the end of the building. An excavation reached under the west wall, the wall came tumbling down and almost took the rest of the building with it. Thanks to the alertness of the workers, the remaining walls of the building were shored up and the wall was quickly rebuilt.” <http://schools.hwdsb.on.ca/greenville/about/history/first-century/>
9. HWDSB current and 10 year projection FCI for Greenville Public School are significantly inferior to all other schools in the ARC: 131.9% and 162.4%, respectively.
10. http://www.hwdsb.on.ca/elementaryarc/files/2013/10/I.5-Millgrove_SitePlan.pdf
11. http://www.hwdsb.on.ca/elementaryarc/files/2013/10/H.5-Greenville_SitePlan.pdf
12. Brian Cashion, School Director, Keynote Music Studio, 905 690 8010

Correspondence #13

Trustee Turkstra,

I am writing to you as a concerned Greensville School parent in regards to the HWDSB's preliminary proposal:
 to close Greensville in June 2014 and consolidate Greensville and Spencer Valley into Spencer Valley
 take the southeastern portion of Greensville's current JK-5 Boundary and assign it to Millgrove
 Catchment
 estimated modification to classroom into FDK rooms
 estimated three new classrooms for primary junior students

I have a number of concerns with this proposal.

First the June 2014 closure time line is unrealistic. It is impossible to have the necessary classrooms ready for the first day of school. What happened to the original goal of 2016/2017 school year
 If part of Greensville's catchment is given to Millgrove then all primary classes will be splits
 this option is a bandaid fix, it doesn't align with the Ministry of Education's goal to have all Elementary Schools in Ontario JK-8 schools because Millgrove remains a JK-5 school
 Although Greensville will cost the most to repair, we are at capacity when Spencer Valley and Millgrove are not.

I moved to Greensville because I liked that Greensville was JK-5 and Spencer Valley was 6,7,8. I like the small school climate, creates a unique community within the building.

West Flamborough pays taxes and we are going to get yet another renovated school

Waterdown has two new JK-8 schools and a new high school

I would like to propose that:

Greensville and Millgrove Schools both close

A **new school** is built on the Spencer Valley property and all three schools merge into a JK -8 school

A separate wing is built for the grade 6, 7 and 8's

Neither Greensville nor Millgrove close until the new school is completely ready to house all students on the first day of school in September.

If a brand new school is not possible then I would also like to suggest that Greensville does not close until all renovated classrooms are complete

Regards

Nancy Johnson

Greensville School parent

wFlam wG-0.5

Correspondence # 14

Addendum to Document:

*The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre*

*A Licensed Child Care Operation, Community Partner of Millgrove School
and
Our BEST FUTURE!*

Wendy Teed

From: Lisa Bainbridge [lisajo.bainbridge@gmail.com]
Sent: December-11-13 1:25 PM
To: teedw@cogeco.net
Subject: Millgrove Children's Centre is not just a day care.

Millgrove Children's Centre is not just a day care.

It is a part of our extended family.

It also makes the way we live our life possible.

Two years ago I lost my driver's license due to medical reasons after a chronic illness which still effects me.

We live within walking distance of the school and Millgrove Children's Centre and this affords me a sense of independence that I would not otherwise have as my husband leaves very early for work.

I am able to walk my two eldest children to school and walk my youngest to daycare which is invaluable and irreplaceable. If we no longer had the Millgrove Children's Centre or the Millgrove School so close by we would have to move and uproot our lives.

Millgrove Children's Centre has dealt with our family through my chronic illness with compassion and paitence. Wendy personally has chased after ambulances coming to our home knowing that our children would need care. When I had to take an extended leave of absence from work and I was unable to care for my children Millgrove Children's Centre was there for us. I feel safe leaving my three children with all of their fabulous early childhood educators and I know how happy they are to go there. Wendy and all of her staff have gone above and beyond their duties as childhood educators and have treated us like family. We are so grateful for them. The home environment they foster and ample green space offer a special and caring approach to the children they embrace in their care. Our children. My children.

Thank you Millgrove Children's Centre!

Lisa and Jason Bainbridge

Lyla, Anna and Marcus

WFlam WG#6
Correspondence #15

Addendum to Document:

*The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre*

*A Licensed Child Care Operation, Community Partner of Millgrove School
and
Our BEST FUTURE!*

To Whom It May Concern:

I am writing this letter in regards to the Millgrove Children's Centre, specifically the Little Angels' Infant and Toddler Centre. My daughter, Lyla, has been enrolled at Little Angels for approximately five months.

I am a Registered Early Childhood Educator with over fifteen years of experience working with children. It was without any hesitations that I enrolled Lyla into Little Angels this past fall when I returned to work. In fact, I was so comfortable with this decision that I enrolled her the following day.

In my previous professional experiences I have been employed as a Registered Early Childhood Educator in both the public and private sectors. Over the years, this is what I have learned about good quality privately owned child care centres. A good quality privately owned child care centre has a vested interest in the quality of child care that EVERY child is receiving. The owner is actively involved in the daily operations of the program and hires the best staff available. Over the past five months, Wendy has proven to me that she is giving 100% to her business, her staff and to the families that attend MCC/LA/MM. From researching the best mosquito repellent to providing the healthiest lunches for the children, Wendy and her staff are going above and beyond every single day.

Among new parents, the conversation of child care is inevitably a common topic. Many parents have asked me, socially and professionally, about my child care arrangements. When I tell them that Lyla attends Little Angels, it is with no exaggeration when I say that the common response is, "How did you luck out and get her in there?"

Sincerely,



Nicki Risdon

*The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre*

*A Licensed Child Care Operation, Community Partner of Millgrove School
and
Our BEST FUTURE!*



***The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre***

***A Licensed Child Care Operation,
Community Partner of Millgrove School
and
Our BEST FUTURE!***

Respectfully Submitted to:

The West Flamborough Accommodation Review Committee Working Group

Wednesday, December 11th, 2013

By: Wendy L. Teed

The Millgrove Childrens' Centre (The MCC), Little Angels' Infant and Toddler Centre (LA) & The Millgrove Majors Children's Centre (The MM) comprise a Licensed (by The Ministry of Education) Child Care Operation which serves Children, 0 - 12 years of age and their Families within the Centre of the Millgrove Community.

LA is Licensed to provide Centre-based Child Care to:

10 Infants	(0 - 18 months) and
15 Toddlers	(18 - 30 months).

The MCC is Licensed to provide Centre-based Child Care to:

24 Preschoolers	(31 months - 5 years) and
10 JK/SK's	(44 - 67 months).

The MM is Licensed to provide Centre-based Child Care to:

28 School-agers	(68 months - 12 years).
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The MCC/LA/MM Operates with a Global Team which includes:

- 1 Director;
- 1 Office Manager;
- 1 Manager of Administration;
- 3 Site Supervisors;
- 2 Assistant Site Supervisors;
- 1 Cook; and
- 9 Teachers.

The MCC/LA/MM Philosophy

The MCC/LA/MM offers a loving, supportive and positive learning environment for each Child, fostering curiosity, initiative and independence, self-esteem and decision-making capabilities, as well as interactions with and respect for others. Activities at The MCC/LA/MM enhance each Child's level of development, striving to meet individual potential in fine motor, gross motor, social, cognitive and language skills.

For Parents, The MCC/LA/MM provides peace of mind that their Children are being optimally cared for in a safe, healthy, "Home" environment while being exposed to stimulating experiences, offered by caring, competent and attentive Staff.

*Unifying the Benefits of Private Home and Centre-Based Licensed Child Care,
The MCC/LA/MM is the Ultimate Day Care Experience for Children and their Families.*

The Centres and Their Surroundings

With Millgrove School as the Vantage Point, LA is located directly across from the School, The MCC is across and diagonal to the School and The MM is adjacent to the School. Before and After-School escorts are walking and "seamless" for the Children and their Families.

All Sites boast "Adventure (Natural) Playgrounds" and include:

- A Slide Hill
- A Spacious Sandbox
- A Tire Tunnel
- A Balance Beam
- Generous Grassy Areas

- Immense Wood-chipped Domains
- A Hard Surface area for Wheeled, Self-propelled Vehicles (The MCC & The MM)
- A Large Deck Area (LA & The MM)
- Coniferous & Deciduous Trees, Bushes and Garden Areas
- "The Enchanted Forest" (The MM)
- A Huge, Barn-style Shed filled with Age-Appropriate, Outdoor Toys and Equipment.

The Programming

Guided by its Philosophy, The MCC/LA/MM Programmes focus on the Family Unit and the Preservation of the Environment. Programmes are varied and flexible but founded on routines, fostering a very fundamental sense of safety and security in the Children.

A fun-filled day at The MCC/LA/MM includes a wholesome and creative nutritional component, accompanied by a comprehensive programme of indoor/outdoor, structured/unstructured, active/quiet and individual/group activities to nurture the development of each Child.

Weekly Programming at The MCC/LA/MM is based on a Theme and consists of a balance between: structured and free-play activities; circle, story and quiet booktimes; creative and sensory experiences (including playdough, sand and water play); dramatic play; age-appropriate puzzles, toys and games; creative movement, dance and other musical activities; and cooking & science experiences.

The MCC/LA/MM Programmes are a priority and as such are reviewed on a continual basis to reflect changes in the Child population, as well as applicable Legislation and optimal Early Childhood Education Ideology.

The Programme and The Family

A Family-oriented approach is fostered at The MCC/LA/MM. Daily verbal contact between Parents and Staff is executed with Parents of Infants & Toddlers also receiving a Written Report of their Child's day.

A "GLOBALNEWSletter" is produced on a regular basis by the Director in consultation with the Team to provide MCC/LA/MM Families with information regarding upcoming events, Day Care issues and other topics of interest with Family suggestions ALWAYS welcomed.

Each Site has a "Family Tree Resource Centre" (Parent board), conveniently located near the Day Care Entrance which displays: photographs; flyers regarding upcoming events; the current Menu Plan, Newsletter and Monthly Calendar; as well as other current literature on topics of interest to Families.

Parental Feedback is encouraged at all times. "Envision" (a Suggestion Box) is available near each Day Care Centre's entrance. Additionally, MCC/LA/MM Moms & Dads are always aware that they may contact the Director at any time, leaving a detailed voice mail which will be responded to as soon as possible. Moreover, Front-line Staff, the Site Supervisor and the Director are available to meet privately at a scheduled, mutually convenient time for any issues that may arise which necessitate further discussion. When specific strategies are to be implemented for an individual Child, a Team approach is followed with all Members advised of the plan, as well as its rationale. The latter approach is ideal in expediting the optimal resolution in most situations.

*Excellent Communication between Parents and Staff
within each Site Team and Globally
is the KEY to Successful Child Care for all MCC/LA/MM Families.*

The Family Tree

The Family Tree illustrates the familial and environmental focus of The MCC/LA/MM. Its centrepiece is an immense and flourishing Deciduous tree, surrounded by the Children of The MCC/LA/MM, their Parents, Siblings, Grandparents and other Family Members, their Teachers, Friends and Neighbours... All who play an integral role in the life of a Child. The Family Tree also embraces the Families, Friends and Neighbours of The MCC/LA/MM Staff and those cardinal to their life experience.

The MCC/LA/MM Family Tree is the heart of the Centres' vision.

Everyone working together toward a common goal...

Happy Children, Delighted Parents and Exceedingly Satisfied Families!



The Days and Hours of Operation

The MCC/LA/MM Programmes operate five days per week, Monday through Friday, 52 weeks per year with only Statutory Holidays and the Civic Holiday excepted. When Millgrove School is closed for PA Days, Board Holidays and School Breaks (Holiday Season, March and the Summer months), The MCC/LA/MM offers "seamless" Service to its Families. Children who attend other Programmes from as far as Ancaster and Stoney Creek often return at some point throughout the Calendar Year on such dates to partake in our activities and rejoin their previous MCC/LA/MM Friends and Teachers. Children & Parents alike consider The MCC/LA/MM their "Home away from Home!"

Further, all MCC/LA/MM Families are aware that they can call The MM at any time of day or night, including weekends and they will receive a response a.s.a.p. from the Director with respect to their voice mail. This Service is noteworthy in Licensed, Centre-based Child Care and allows all MCC/LA/MM Day Care Families the knowledge and peace of mind that should their circumstances change off-hours, their Child Care is reachable and will do everything within its power to accommodate their atypical, often "last-minute" requests.

Programme Options

The MCC/LA/MM offers both Full and Part-time Care for all age-groups, including Infants. With the Introduction of Full Day Learning at Millgrove School, The MCC/LA/MM has reintroduced its Nursery School Programmes which include "The Petite Preschool" and "The Super Preschool" for 2, 3 or 5 days per week. These Special Programmes help to prepare Children who otherwise would not necessarily be accessing a Day Care Environment for their upcoming, Full-Time JK year. Hence, "setting the stage" for their success, as they enter the present School System.

JK/SK and School-age Options complement each and every Academic Day with Before and After-School Programmes and provide further alternatives throughout the entire School Year, as indicated above.

The Team of The MCC/LA/MM

The Staffing Complement at The MCC/LA/MM is exemplary. The Team includes those with University and/or College Training, Apprentices and those with no formal Academic Training, having been fully trained by the Director and Registered Early Childhood Educators. The KEY to an Exceptional Child Caregiver is a LOVE of CHILDREN first and foremost, accompanied by an "open mind," good judgement, resourcefulness, perception, insight, flexibility and a willingness to be an excellent Team-player at all times "in the best interest" of each and every Child and Family that one is privileged to serve.

Enhancing our Staffing Complement, The MCC/LA/MM has the additional privilege of assisting in the Practical Training of upcoming Professional Early Childhood Educators and others who have an innate affinity for Children. The MCC/LA/MM provides Placement Experiences for High School Co-op Students, ECE Apprentices and Full Time Students engaging in the study of Early Childhood Education at the College level. Although our usual "Placement" Students attend Mohawk College, The MCC/LA/MM also affords this option to Sheridan and Conestoga College E.C.E. Students.

Moreover, for many years, The MCC/LA/MM has received Federal Funding through the appropriate "Canada Summer Jobs" Application process to further complement its Staffing and provide added, varied experiences for the Day Care Children under our Care throughout the Summer months.

As our present Licensed Child Care System allows for Commercial Operators with no Academic Training in the Day Care Field, it is important to highlight the Background, both Academic and Experiential of the Owner/Operator and Director of The MCC/LA/MM who is the Author of the present Submission.

My name is Wendy Teed. I graduated in 1981 from the University of Guelph with a Bachelor of Applied Science, majoring in Child Studies and minoring in Psychology. A few years later, I completed a Post-Diploma Certificate at George Brown College of Applied Arts and Technology in "Human Services Management." I continue to keep myself current by regularly attending Workshops and Conferences, in addition to taking an active role in Meetings with respect to the Field of Early Childhood Education and the plans for its future, especially within the Hamilton-Wentworth Region.

Throughout my extensive Career working with Children and their Families, I have experienced a variety of Day Care Centres (Commercial, Municipally-operated and those deemed "Non-profit") with Children of all ages and have supervised Providers in the Private Home Day Care Branch of a Licensed Day Care Agency. Employed by a Regional Health Unit, I have functioned in the capacity of Infant Development Consultant, solely operating an Infant Stimulation Programme in two Counties and have also worked with young Mothers in an Infant Centre. I have been employed by both the Provincial and Municipal levels of Government and at the latter, assessed Client Eligibility for Day Care Subsidy.

Prior to moving to Flamborough in 1995, I taught Parent & Tot Classes for the Parks and Recreation Departments of two cities in Metropolitan Toronto. In March of 1996, I opened an Unlicensed, Private Home Day Care in our Home in Millgrove and with the support of many Families (including my own!), Bank loans, "blood, sweat and tears," the former has flourished, blossoming into 3, Licensed Child Care Centres now fondly referred to by many as The MCC/LA/MM.

My Husband, "Lionel" & I both Volunteer extensively not only for our local and surrounding Communities (for examples, Millgrove School Council & The Millgrove Parks and Recreation Committee) but also have been very active in Regional Organisations such as The World Renowned "Hamilton Children's Choir."

With my loving Family by my side, I look forward to continuing to serve the Children, Families and Staff of The MCC/LA/MM and together this Exceptional, Unique, Licensed, Centre-based Child Care Operation and Community Partner of Millgrove School will forever evolve, reflecting the ever-changing needs and desires of this Wonderful, Intimate, Rural Community.

Why is The MCC/LA/MM Licensed, Centre-Based Child Care Operation Unique and a Tremendous Community Partner of Millgrove School? Why can no other Day Care Operation "directly replace" the Services that The MCC/LA/mm has to offer its Children and their Families?

The MCC/LA/MM is a Commercial, Day Care Operation Owned/Operated and under the Directorship of Wendy Teed who has extensive Academic Training and Experience in the Child Care Field, accompanied by a Love and Passion for Children and their Families that is unparalleled.

The MCC/LA/MM Director has daily ties to Millgrove School via Walking Escorts both to and from School each and every day, Monday through Friday but also by functioning in the Role of Community Representative on the Millgrove School Council, as well as being a Member of The Millgrove Community Cares Committee.

The MCC/LA/MM offers Part-time and Full-time Licensed, Centre-based Day Care Services to Children and their Families from 0 - 12 years of age, Monday through Friday from 7:00 am - 6:00 pm, 52 weeks per year with only Statutory Holidays and the Civic Holiday excepted.

The MCC/LA/MM provides Parents with "Peace of mind" in ever-changing circumstances by making itself available to access by Telephone 24 hours, 7 days per week.

The MCC/LA/MM boasts a Team of Staff who possesses varying levels of Academic Training in this and other Fields but who all share the common bond of unconditional love for Children and wanting to contribute to the future of this world by "touching" the lives of many Children within Millgrove and its surrounding Communities, feeling privileged for being given the opportunity to do so.

The MCC/LA/MM adopts and fully implements a Family-oriented Philosophy, providing not only Superior, Licensed, Centre-based Child Care but additionally and very importantly, Individual Family Care. Each and every Child & Family is served on a distinctive basis. Particular Familial requests made directly or indirectly are fulfilled on a daily basis and cover an unlimited range of specific, identified needs.

With respect to Millgrove School, some examples as per above are:

When an MCC/LA/MM Child finds him/herself in need of a change of clothing while at School, the latter is often provided immediately.

A left-behind backpack, snowpants and/or mittens are only a minute's walk away and readily transported by Day Care Staff to the School when required.

"Pizza money" unexpectedly forgotten by a Parent is provided to the Child, in order to meet the School deadline.

Regarding Distinctive and Exemplary, Licensed Centre-based Child Care, some examples are:

Piano Lessons and Tutoring are at times, On-site options for Parents who wish to access these Services for their Children.

Tours of our Beautiful Facilities are provided "off-hours" to meet the needs of each and every Family.

Loved "Stuffies" that are discovered at Home to have been left at Day Care are returned to their rightful Owners during Evening Hours in order to ensure a peaceful night's sleep for the appropriate Child and his/her Parent!

Immediate revisions to Day Care Schedules are implemented to individual Families in unexpected circumstances, outside of set Policies and Procedures.

Special Fee Payment Plans are provided to certain Families who find themselves in need of such accommodations.

The MCC/LA/MM has been described by one Day Care Mom as "a little piece of Utopia for Children and their Families." The latter is something that is not easily and quite possibly not able to be duplicated by any other Licensed Child Care Operation.

What has been taking place in the Millgrove Community with respect to the Partnership of its School and Licensed, Centre-based Child Care for the past 13 years is nothing short of Beautiful for the Children, Families and Staff that are an integral part of this Outstanding Day Care Family.

As another MCC/LA/MM Day Care Parent so aptly puts it:

"This kind of integrated approach to Childcare, School and Community is a model that any town or school board should hold up as a beacon of light." Further, "Millgrove is an example to the entire board as to how things could be better for families if partnerships were made and communities came together to raise children."

Attached are many Correspondence written in the days following the last Public Meeting which took place at Dr. J. Seaton Elementary School last Wednesday, December 4th, 2013, and at the busiest time of year, especially for Working Families to emphasize the Exemplary, Licensed, Centre-based Child Care that exists within Millgrove and importantly, as a Community Partner of Millgrove School.

I would like to take this opportunity to request that you please take into serious consideration all of the above and attached when making your Recommendations from The West Flamborough ARC Working Group to The Trustees of The Hamilton-Wentworth District School Board and allow Millgrove School and the "Seamless" Day Care Service that has encircled it for a multitude of Children and their Families to continue to do so and flourish for many years to come.

The Millgrove Children's Centre, Little Angels' Infant and Toddler Centre & The Millgrove Majors Children's Centre as a Licensed Child Care Operation and Community Partner of Millgrove School IS Our Best Future.

With deep respect to all of you for the time that you have given to and effort that you have shown so unselfishly for the West Flamborough Community,

Most sincerely,


Wendy L. Teed

December 8, 2013

To the ARC Working Group – West Flamborough Review Area

As a resident of East Flamborough, with a Millgrove mailing address, I had considered myself more a member of the Waterdown community from 2006 when my husband and I moved here until 2010 when we began our search for Daycare for our first child. Then something very unexpected happened, we typed in our postal code to search out all possible daycares in the area and thus began our love affair with Millgrove.

The minute we stepped through the doors of the Little Angels at Millgrove Children's Centre we knew something was very different. The amazing people, amazing program and amazing community in Millgrove have been the equivalent of finding the Holy Grail of work-life balance and the Ultimate childcare solution.

Millgrove Children's Centre has taken our family from Infant to Toddler to Preschool to School Age all in one place, with the same staff, same facilities, with unwavering love, support and consistency for our now two children. This kind of integrated approach to Childcare, School and Community is a model that any town or school board should hold up as a beacon of light.

The Globe and Mail this fall did a series on Childcare in Canada, exploring where the system fails working families and children and what lessons we should learn from other Countries around the world. I read this series daily, all the while knowing with a warm heart that Millgrove could teach the country a thing or two about how to do it right.

Any step in a direction to close Millgrove School, or uncouple the relationship Millgrove School has with the Millgrove Children's Centre, would be a crying shame. Millgrove is an example to the entire board as to how things could be better for families if partnerships were made and communities came together to raise children.

Any belief that another daycare provider could come to Millgrove and offer an equal Childcare solution to families would be seriously false. Any belief that the children of Millgrove could be better or equally served at a distant school would also be false.

Take a moment to notice and respect what a Community has built in this little town, and learn from it, don't tear it apart.

Kate Puri
Millgrove, Ontario
(905)689-7670

December 9 2013

To whom it may concern,

We have been going to Millgrove Children Centre for over 10 years. Our oldest son is 13 and attends Spencer Valley our youngest is 8 and attends Millgrove public school

The first time we called the Centre to find out if it would be a good fit for our family, as our eldest son has special needs, the owner Wendy Teed, went above and beyond any other child care centre. When we went to the centre for the first time Wendy had printed out information for us on different resources in the Hamilton area that would be helpful to us. She told us we could keep the information even if we decided that another day care centre would be a better fit.

Millgrove Children Centre has always been a great help to us. Wendy has always made the centre available to us and has arranged her and the staff's schedule around our eldest son so that they can get him on the bus in the mornings. When he was younger she took the time very morning when walking him to Millgrove school to make sure that a teacher was aware that he was now on the playground and the responsibility of the school.

Wendy has worked with our family to have her vacation when we have our vacation so that she can be there to deal with our eldest son (as he can be quite the handful at times).

When we were having difficulty securing a spot on the bus for our son to go to Middle school Wendy helped to make it a reality for us .

Our family is from Waterdown and we are out of Catchment for both Millgrove School and Spencer Valley. We choose to send our kids to these schools because of how great the schools are and how fantastic the day care is.

We could not be more pleased with all the support and help we have received over the years from Millgrove Children Centre. The Millgrove Children Centre fills a need in the community for before and after school care that can not be replicated.

Sincerely,

The Ponsford Family

December 5 2013

To Whom It May Concern:

The decision to put your children in the care of someone else is a difficult one. As a parent no one else is as qualified to look after your children as you. Thankfully for working Moms and Dads, Wendy and Lionel and their amazing staff are the absolute next best thing!

My children have been a part of all age groups at Millgrove Children's Centre. My son initially started at Little Angels and my daughter at Millgrove Children's Centre. The care that the children receive in all areas at MCC is exemplarily. The teachers are amazing, the dedication and time and energy put in to plan the daily activities is phenomenal and the most incredible part is the passion and love the teachers show for all of the kids. They treat them all as individuals and encourage them to grow and be the best they can be. The staff continuously go above and beyond the daily requirements planning walks to library, Christmas concerts, movie and pajama days, the list is endless.

I have been continuously impressed with the warmth and thoughtfulness of the teachers - from seeing all of the photos of the kids around the room to receiving the wonderful, handmade gifts on mother's day and Christmas. It still amazes me to see all of the kids sitting, listening so intently at circle time or lined up eating their snacks. The teachers have a wonderful and somewhat magical way to provide structure with love and affection.

My children love Wendy and Lionel, and the entire staff at MCC, every morning when I drop them off I leave with a sense of peace, knowing that I don't have to worry, because honestly Millgrove Children's Centre isn't your average daycare, its not even a day care in my eyes anymore... it truly is a second home.

There is absolutely no way Umbrella Family or any other childcare provider could come close to providing the services MCC families currently receive. Wendy

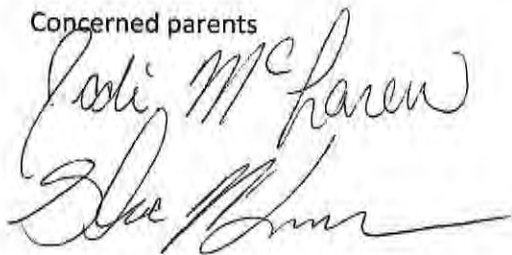
December 8, 2013

To whom it may concern:

We would like to write a few words on behalf of Wendy and Lionel Teed and the staff at Millgrove Children's Centre Daycare. I attended the ARC meeting on Wednesday December 4, 2013. I left feeling very disappointed in the views regarding after school child care. Our two(2) children have attended the Millgrove Children's Centre for the past eight(8) years. In that time we decided to switch daycare centres due to cost. It only took us a short time to realize that all daycare centres are NOT the same. We called Wendy and asked her if we could come back, to which she greeted us with open arms and with no resentment of us leaving. We realized that the level of care and commitment that Wendy and her staff provide goes above and beyond anyone's expectations. They make us and our children feel as though we are part of the family and not just another "number".

We just feel very strongly about our daycare and would like everyone to realize that all daycares are NOT the same. The thought that our children can just be uprooted and placed somewhere else is not acceptable. Thank you for taking the time to read our letter.

Concerned parents

The image shows two handwritten signatures in black ink. The first signature is 'Jodi McLaren' and the second is 'Shane McLaren'. Both are written in a cursive, flowing style.

Shane and Jodi McLaren

December 10, 2013

To Whom It May Concern,

What can be said about Millgrove Children's Center? So many wonderful things can be said; too many to fit in this short letter.

During my pregnancy, my husband and I did extension research into local day care providers to find the best one to care for our first bundle of joy. It's a big decision; to entrust strangers to love and care for your child when the fearful end of maternity leave arrives. When we first met Wendy and her amazing staff, we knew immediately that she and her center were the best fit for our family. We wanted so much to find a licensed care provider that had a home/family atmosphere. So many care providers have a some-what corporate/business feel. At Little Angels (the infant/toddler home), it feels welcoming, cozy, friendly and caring. The staff clearly enjoys what they do and they genuinely care for the children. As new parents, we felt confident and sure to trust them with our most precious daughter.

One of the best things about this center is the management, most notably Wendy. As the owner of the Center, it is clear her passion is the children and their families, aside from the business. She is very actively involved in the daily activities and she takes the time to know each of the children and to spend the time to instill confidence in the parents that she really does care for the children. That is a huge relief for parents. Wendy is a remarkable person and her staff is wonderful. They make the daycare a truly amazing place for children to spend their days. Unlike an institutional daycare setting, Wendy approaches families as individuals. Certainly, she has policies and procedures to ensure the safety of the children and to manage her business, but she understands that each family has unique situations. She is flexible, understanding and empathetic. Our family has directly benefited from her flexibility and we are so grateful to her.

Our daughter is just about to graduate from the baby room into the toddler room. She loves going to daycare and she is happy and thriving there. My husband and I are thrilled to be part of a center that grows with our child. Once she moves from toddlerhood to preschool, Wendy and her amazing team will be there to offer child care services. And when our daughter takes that big step to kindergarten at Millgrove Public School, she will feel extra security having Wendy and her incredible team to care for her before and after school. The relationship between the center and the school adds extra comfort to families. We feel incredibly lucky to be a part of the Millgrove Children's Center family. It is really a unique environment for children and it offers amazing programming and services to children from infancy and throughout their childhood years.

We hope that community members will cherish and fight for a child care provider that really does care.

Peter and Teri Lantagne

Sarah Riddell
824 Mohawk Rd West
Hamilton Ontario L9C 1X9
(905) 320-2600

December 9 2013

Dear Sir and Madam

I would like to introduce myself, my name is Sarah Riddell. I have a 5 year old son named Camren Simon. Currently he is enrolled in SK out-of-catchment with Millgrove Elementary School within the Hamilton Wentworth District School Board. Camren Simon has been attending the daycare "Millgrove Children Center" for the past 4 years of his life. Camren's father (Collin Simon) and I have been separated since Camren was 1.5 years old. We have joint custody; Camren spends half the week with both Collin and half the week with myself. We reside on the Hamilton Mountain, and Collin Simon resides in Waterdown Ontario.

We were introduced to the Millgrove Children Center when I was returning to work after maternity leave. Once I meet with the staff of Millgrove Children Center, I fell in love. It's hard for a parent to give their one year old child over full time days to any day care. We knew once Camren was of school-age Millgrove School would be a perfect fit for him. Wendy walks him over to school in the morning, and picks him up afterschool. Camren has made many friends within Millgrove School and the Daycare. It has been a seamless transition for Camren. Which having parents separated, means the world to us.

Regarding the future Collin and I were planning on keeping Camren attending Millgrove School and the Millgrove Children Center until the end of grade 5. Yes; both our current living arrangements are not permanent, but it has been a verbal agreement that it was in the best interest for Camren to keep in the same school, also; less arguing within the family.

I have heard of some recent talks that the board is thinking of closing Millgrove Elementary School. I do not know the ins and outs of the recent talks but this does upset our family deeply. When you walk through the front doors of Millgrove Elementary School you instantly feel welcomed. Mr Cameron, the new principle, he met me once and from then, he knew who I was, knows who my child is, and makes sure to say hi every time. All the staff at Millgrove School know all the children by name, it's a small community school where the children are cared for and known; they are not just known as a number like in a larger school. Mr Popek and Mrs Davis are Camren's current teachers. They are aware of the separation of Camren's parents and the recent new changes within Camrens home life and they let me know if any new changes arise with Camren. Along with the high thoughts of Millgrove School the Millgrove Children Center is just an added bonus. Like I said earlier, Millgrove Children Center is how our family was introduced into the Millgrove Community. Four years ago, when I was on my hunt for daycares, I interviewed many daycares, in home and centers, none of them came close to comparing to Millgrove Children Center. Wendy Teed, the owner of the center works hand and hand with all the staff to make Millgrove Children Center the best Center around. She looks and treats all the children just like her own. I feel content and I know my child is safe when he is with any staff at Millgrove Children

December 9, 2013.

To whom it may concern:

Our children have attended Little Angels and Millgrove Children's Centre for the past 4 ½ years. My son is currently attending Senior Kindergarten at Millgrove School. Our decision to attend Millgrove School was based solely on the continued care that he would be receiving from the wonderful staff at Millgrove Children's Centre.

Our children have both attended Little Angels/Millgrove Children's Centre since I returned to work after my maternity leaves. As parents, it was our utmost priority to have our children cared for in a warm, nurturing, supportive and friendly environment. Little Angel's and Millgrove Children's Centre provided this calibre of childcare.

It is essential that we have optimal care for our children when they cannot be with us, a place where we, as parents, feel safe and confident leaving the most special people in our lives. Having this high standard of care available for both my children in Millgrove has made us decide as a family, not to attend the school in our catchment area, but rather, continue having them cared and nurtured by the staff at Little Angels and Millgrove Children's Centre and attend Millgrove School.



Sarah and Michael DeLong

Tuesday December 10, 2013

I am writing to inform you about my experiences with the Millgrove Children's Centre. My children (age 5 and 7) have been attending the MCC either full time or before school for the past 5 years. The MCC is not "just a daycare" but a family.

I was always worried about putting them into a daycare centre instead of a home daycare but I soon found out that the MCC is the best of both worlds. My children get exceptional programming, fantastic ECE teaching staff, a large peer group in which to interact daily and the convenience of a 7am – 6pm operating time. On top of that, they get the small family feel of teachers that genuinely care for their growth and well-being, a place that they feel safe and accepted and the Teed family that treat all children as if they were their own. Whether it is in Walmart or in the parking lot, Wendy and Lionel know each child by name and speak to them. It is obvious the passion that both Wendy and Lionel and all of their staff bring to this operation. I have never been worried that my children were not being well taken care of and if anything my children are upset if I pick them up too early because they may miss an important activity or craft.

As a teacher, educational programming is very important, as I am well aware of the benefits of early learning in children. Both of my children were taught many skills prior to attending JK. Whether it was Jolly Phonics, writing their name or the routine of sitting in circle, my children experienced more success in school because of the preparation they received through the MCC. From my experiences, Wendy and the staff foster a true love of learning within each child and go the extra mile to teach them valuable life skills.

The Teed family and the staff create a sense of community by holding a Christmas concert every year. This gives the children a chance to perform with their daycare friends and they always put on quite a show. I also am the recipient of many creative crafts that allow my children to express their thoughts and feelings. These are always well thought out by staff and follow a central theme. There is excitement in their voice as my children tell me "Hey Mom, look in my folder to see what I did!" Each year at Christmas, Wendy and the staff run a dollar store where the children get to purchase a gift for each parent. This gift is then wrapped by the child and sent home for opening on Christmas morning. It is such a small gesture that they take time to do this every year but it means so much to my children and many others. The chance to give a parent a gift that "they bought" and that is a surprise is priceless.

Lastly, I feel that the Millgrove Children's Centre is truly a family where the Teed family, the staff and parents work together in the best interest of all the children. My children are happy and healthy because they have significant adults in their life through the daycare that speak words of encouragement and show genuine care in their lives. I will always be truly grateful for the work of Wendy, Lionel and all the staff at the Millgrove Children's Centre.

Sincerely,
Amy Eterno

December 2013

Making the difference.

We have expectations of care when it comes to our children, we want those we love to be happy, safe, and be in an environment that allows the cultivation of good values and development. There is a massive difference between those who are obligated to perform a service and those who are passionate and sincere in giving care. Millgrove Childrens Centre makes our daughter smile every day, she actually wants to go to daycare after school to see Wendy, Amanda, and have fun with her friends there. It was surprising at first when she would say new things or display new skills that when I asked "did you learn that at school?" she often responds with "no, at daycare". Now that we are familiar the centre it's no surprise at all. They truly care about our daughter and that allows us to comfortably work and go about our lives knowing our daughter is not only safe but happy. As a parent that's a critical difference.

We have experienced other daycares before being at Millgrove Children's Centre, the care, communication, and generosity was simply not the same. We as parents sincerely hope that the Millgrove School and daycare remain open. It would be a huge loss to the community and its next generation of contributors if we were denied that local benefit. It was a contributing factor to choosing our location to live. We don't want our daughter crossing highway 6 on a school bus and value her engagement in a small community atmosphere. There is a difference.

Thank-you,

Please feel free to contact me anytime,

Derek Moorse
32 Weneil Dr. Freelton
519-502-9669



VP – Cambridge Elevating
dmoorse@cambridgeelevating.com
1-800-265-3579 x 23



Emma Breitner

9 December, 2013

Dear Wendy & Lionel,

As you know our story is unique but not uncommon. My husband Steve and I are main caregivers for our grand daughter Emma. Parental grand parents, for the Mom and Dad in this little girls life are too young and unfocussed to look after her properly.

Every time we pull up to Little Angels to go to "school" Emma says she is at her other home. We have found the stability, routine, fun, and learning all a great asset to Emma. At 28 months old, she knows how to count to twenty, recites her alphabet, sings cute songs and is overall very confident in her abilities.

We have gone to other daycares and have not been happy with the overall feel, business rather than family. Meals that I would not want to eat, and staff that was not happy to be there.

We choose Millgrove children's centre for we knew Emma could grow with them, all the way to school age. No matter what direction she is pulled in with her young parents. It saddens me that Millgrove School is on the chopping block.

Sincerely yours,

Karen Breitner

Wendy and Lionel

Millgrove Children's Center is more than a "DAYCARE" to me and my family. They are my extended family and I love each and every one of the staff. They have brought stability to me and my kids (Rebecca and Jayden) there are nights my children don't even want to come home because they feel so at home and loved.

The kids actually love getting out of bed every morning to attend school. Because every day is a new adventure with magic shows, mad science and so many fun learning tools. What "Daycare" helps your child get ready for JK? Because of their exceptional work my son he was able to move into JK without any issues.

Jayden is now in grade 1 and is having some trouble keeping up with the reading level. Wendy has stepped in to help me with setting up a tutor and the use of the daycare to make it more comfortable on myself and Jayden. And by doing this Jayden feels at home and is learning so much more with the tools the daycare has provided my family. This truly warms my heart knowing that they want to help me it actually brings tears to my eyes to feel so much compassion.

July 2013 I lost my brother suddenly which tore my heart apart. Wendy and her exceptional staff stepped in to help me with any additional care for my children while I went through this horrible experience. They even attended my brother's funeral again what "DAYCARE" does this??? None only Millgrove because they are more than just staff making a pay chq they are my FAMILY and I would truly be lost without them in my life.

In closing Millgrove Children Center is my FAMILY not my DAYCARE

To Whom it May Concern:

My name is Michelle Raue and I am the mother of a 3 year old boy who has been attending Millgrove Children's Centre for just over a year. As a single parent the choice of where my son attended day care was a very important decision for me. I initially did not want my son to attend day care and tried to have him stay with family members when I went to work, which was not only a huge commitment to ask of my family, after a short time, I learned that this would not work.

The first day care I put my son in was a private home day care, he attended there for about 4 months and he never settled in, he cried every morning that I dropped him off and I didn't feel he was getting a lot of quality care while he attended there. I then put him in Little Angels toddler program, while he was apprehensive at first and did cry the first few times he was dropped off there, he quickly settled in. He, very quickly, began to be excited about day care and he began to grow socially. I have watched my son's development, both socially and verbally, and he is learning so much. His vocabulary has grown immensely, he knows all his colours, he can count and he is developing wonderful manners. Almost daily he brings home work that he has done at day care and he tells me about his day and his friends and teachers, and he loves his day care.

As a working parent, the most important thing to me is that my son is well cared for during the day, and I have never had any doubts or concerns about the care that he receives at Millgrove Children's Centre, the staff has always been open in telling me about any challenges or struggles my son may have faced that day and they have always remained open to anything I have asked be done to help my son. Wendy is a wonderful person, who has always told me that anytime and anything I need to speak with her about, she will make the time. And any time I have come to her about anything, she has. I watch the teachers and Wendy with the children and with my son and I can see that they truly care for the children that they spend every day with.

My son and I currently live in Dundas, and do hope to move to Flamborough in the future, I do hope that my son will be able to attend Millgrove Public School out of catchment, not only do I like the idea of him attending a smaller school, but I do want him to remain at Millgrove Children's Centre. Most of the children he attends day care with on a daily basis are the same children he has known for over a year now and these are his friends, I would hate to have to see my son be separated from the friends and teachers that he loves and is comfortable with.

I hope I have been able to clearly express and explain the concerns that I, as a parent, have for my son.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michelle Raue', with a long, sweeping horizontal line extending to the right.

Michelle Raue

Wendy Teed

From: Jessica Morris [jessmorris76@gmail.com]
Sent: December-08-13 9:28 PM
To: Wendy Teed
Subject:

"As a single parent of two boys, one attending Millgrove Public School, and both involved at the Millgrove Childrens Centre, I wanted to show support for our "extended family". Millgrove is a unique community of structured learning at the school, and stimulating activities at the centre, which have surpassed any of my preconceived expectations of child care and learning.

Working full-time and being a parent can get quite stressful at times, but knowing that I have the support of the Millgrove Childrens Centre, allows me to focus when away from my children. Wendy Teed is an exceptional caregiver and business owner, and the work that she and her staff do for the children on a daily basis cannot be measured. I really hope the Millgrove experience will live on for many little ones to come"..... Jessica Morris

Dec, 9/2013

Quality Day Care in the Millgrove/Waterdown Area

To Whom it May Concern,

I'd like to highlight the quality care and support our family receives from Millgrove Children's Centre on a daily basis. As a parent you should make an informed and well researched decision on where you want to place your child for daycare. As a working parent, this is a decision you have to make. You are essentially giving your child to someone for day, with the hopes that the values you keep at home are continued in their place of care.

Millgrove Children's Centre is and has been the best place we could have for child's care. My son thrives in the supportive, caring and educational environment provided by Wendy Teed and her team. Each teacher knows my child and respects my child. I know he feels loved and cared for.

It's also important for a parent to be listened to, with concerns and questions. Wendy and her team take time to provide advice and support to parents. As a mother, I truly appreciate this.

A testament to the quality of care, at least for our family, is would you recommend Millgrove Children's Centre to other's? The answer is yes.

Thank you for your time,

Alison Puri, Waterdown Ontario

A. Puri, Thank you.

Millgrove Children's Center
Little Angels Infant and Toddler Center
374 Concession 5 West
Millgrove, Ontario
L0R 1V0

Kyla Bonham & Brian Fulton
c/o Alexander Fulton
28 Fifth Avenue
Cambridge, Ontario
N1S 2G2

Attn: ARC Working Group

My family began attending Millgrove Children's Center (MCC) in September 2013. Although we have only shared a few months with Wendy, Lionel and the MCC staff; I can say with complete assurance that this not your ordinary day care center. This is where families are shaped and where a community comes together. MCC and Millgrove School are geographically the hub of the Millgrove & Flamborough Community. Closure or interruption to this school or day care center would devastate the area. As Waterdown transitions to a City of Hamilton suburb, Millgrove remains quaint. This small community, minutes away from development, is special and unique in the sense that it reminds me of a time when life was slower and less hectic.

I grew up in rural Hamilton, Mountsberg, where private day care was unheard of. My mother remained at home to raise my sister and I while my father worked as the Staff Sergeant for Halton Region Police Department. During my pregnancy with my son Alexander, my partner and I began exploring the world of day care centers. I was extremely worried and felt the decision to place our son in a center was monumental. I knew that whichever center we choose would impact his development socially, emotionally, and physically. I knew that finding a day care center that shared the same philosophies and family values as we did was a priority. We visited many private and government centers and in-home centers. The moment I walked into Little Angels (LA) I knew I had found exactly what I was looking for. I was certain that this was where I wanted my son to spend his time while I transitioned back to work.

In this economy it has become a necessity for both Mum and Dad to return to work. It is because of the Little Angels center and staff that I was able to return seamlessly. We cannot express how grateful and appreciative we are for the wonderful care our son has received while in the center. Alexander has made noticeable developmental strides while at Little Angels and he truly does love coming to the center. We are very thankful for the safe and happy environment provided by this center and we have every confidence in leaving our son there. The Little Angel's staff is second to none and we have come to feel like these teachers are part of our family.

Please know that this center holds our highest regards and we will always provide positive feedback to our family and friends who live in Flamborough. The reality of this situation is that Millgrove is a unique and very special rural community; our children are its' future. Closing the school and altering the child care service would impede the fundamentals that I want to see in this future generation. My roots are country, my family is country and I want my son to experience the same country living I was raised in.

Sincerely,

~Kyla, Brian & Alexander

To whom it may concern

Millgrove Children Centre – A great place for our kids.

Millgrove Children Centre is a wonderful place for kids who live in and go to school in this small close nit community – I have a 3 and 6 year old who have been going here for a while and they love it. Wendy (the owner) and her staff are simply amazing; they are flexible and sensitive to the needs of the kids and parents. Millgrove Children Centre has been a crucial and well valued part of the community. It integrates seamlessly with the much loved Millgrove School and there is a clear bond not just with the kids but also with the parents and community as a whole. Those of us who live here feel very lucky to have this set up that works well for us.

This isn't just another day care – Millgrove Children Centre has that warm integrated family feel which I believe will be difficult to replicate in another Day Care facility. I know given the choice, I will be staying with Wendy and I am sure most parents in the area will say the same. It is important to us that our opinions and values are counted; we have made a choice to come to Millgrove Children Centre and would truly appreciate it if you kept this a viable option for us Millgrove parents.

Many Thanks

Clare Smith

(Mum to Tristan and Kayleigh Rose)

Dec 9/2013

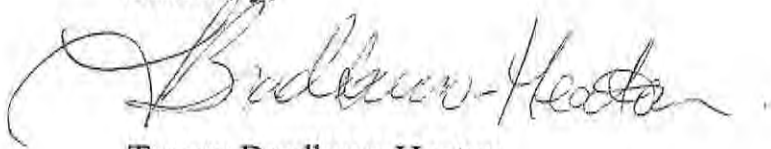
Millgrove children's center is an exceptional daycare/pre-school facility. Our son has been enrolled in MCC since he was 12 months...he is currently 3. We have had experience with other day care and before and after programs with our other children and the quality of care does not compare. Walking into any of the three centers you can see the difference. There is a feeling of "home" through out with pictures of the children, all of the teachers are engaged and affectionate.

Wendy does an excellent job of selecting and retaining staff that want to make a difference in our little ones day. They offer weekly "themes" that engage the children in a fun but learning environment. The children are always stimulated through music, reading, structured creative and play time.

Most importantly, our son always feels safe and comfortable at MCC. He is always happy to go and always has stories to tell us about his "big school" and his "friends". When we ask our son who his friends at school our the first people he mentions are Gina, Ariel and Amanda...who are actually teachers.

We would never consider any other daycare/pre-school. MCC stands out above the rest.

Sincerely,

A handwritten signature in cursive script that reads "Tracey Bradburn-Heaton". The signature is written in black ink and is positioned above the printed name.

Tracey Bradburn-Heaton



Elementary ACCOMMODATION Review Committee

Q.6

ARC

Accommodation Review Committee - West Flamborough Committee Members

Working Group Meeting # 6 - December 11, 2013

Please sign-in and update any necessary information

18 present
6:20pm
10 = quorum

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	<i>present</i>
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candice Goodale Ho [REDACTED]	<i>CG</i>
Beverly Central parent representative from School Council/Home and School	Melissa Slote Home: 905-659-6456 Cell: 905-746-3254 Email: melissa_slote@hotmail.com	<i>regrets</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenneuval Home: 519-647-0838 Email: jladevito@hotmail.com	<i>JV</i>
Beverly Central teaching or non-teaching staff	John Belanger Home: Cell: Email: john.belanger@hwdsb.on.ca	<i>J. Belanger</i>
Beverly Central teaching or non-teaching staff	David Wardell Home: 905-318-8088 Email: david.wardell@hwdsb.on.ca	<i>DW</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee Cell: 519-658-3250 Email: paintedpromise@hotmail.com	<i>P. Lee</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie Cell: 519-241-0487 Email: momrox39@gmail.com	<i>K Baillie</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-623-8589 Cell: 519-827-4052 [REDACTED]	<i>BH</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro Home: Cell: E [REDACTED]	<i>SM</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire Home: Cell: Email: Shelley.mcguire@hwdsb.on.ca	<i>regrets</i>



Elementary ACCOMMODATION Review Committee

Q.6

ARC

Greensville parent representative from School Council/Home and School	Callie Matthews Home: Cell: Email: matthews4@speedway.ca	<i>Matthews</i>
Greensville parent representative from School Council/Home and School	Kristin Glasbergen [REDACTED] [REDACTED]	<i>regrets</i>
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca	<i>Sue VanEgdom</i>
Greensville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca	<i>C. Grantham</i>
Greensville teaching or non-teaching staff	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca	<i>Heather Ryan</i>
Millgrove parent representative from School Council/Home and School	Jessica Dymant Home: Cell: Email: jess_dymant@hotmail.com	<i>J. Dymant</i>
Millgrove parent representative from School Council/Home and School	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca	<i>Sara Ardiel</i>
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com	<i>Anthony Hunter</i>
Millgrove teaching or non-teaching staff	Marguerite Richer Home: 905-528-4925 Email: marguerite.richer@hwdsb.on.ca	
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca	<i>C. Evans</i>
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca	<i>T. Brittain</i>
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech [REDACTED] [REDACTED]	<i>P. Beech</i>
Spencer Valley teaching or non-teaching staff	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca	<i>R. Kott</i>



Elementary ACCOMMODATION Review Committee

Q.6

ARC

Non- Voting Representatives		
Area Trustee	Karen Turkstra	
Beverly Central Principal	Doug Dunford	
Dr. John Seaton Principal	Eddie Grattan	
Greensville Principal	Kate Fischer	
Millgrove Principal	Stewart Cameron	
Spencer Valley Principal	Kim Short	
Planning and Accommodation Resource Staff	Bob Fex	
Administrative Support Staff	Kathy Forde	

Accommodation Review - West Flamborough
Public Attendees
Working Group Meeting # 6 - December 11, 2013
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
T. HOGAN	DUNDANA.	
Kristin Weber	Greensville	K. Weber
Andy Edmonds	Greensville	[Signature]

**West Flamborough Accommodation Review Committee
Working Group Meeting # 7
Wednesday, January 15, 2014
6:00 p.m.**

**Beverly Central Elementary School
1346 4th Concession Road, Troy, ON**

Minutes

ATTENDANCE:

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Pamela Beach, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Anthony Hunter, Rachel Kott, Callie Matthews, Shelley McGuire, Stephanie Munro, Marguerite Richer, Melissa Slote, Sue VanEgdom

Non-Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Karen Baille, Brett Humphrey, Patti Lee, Heather Ryan, Janine Vandenheuval, David Wardell

Non-Voting Members - Nil

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - Nil

1. Call to Order

Mag Gardner called the meeting to order. It was recognized that much time, effort and imagination has been invested by all throughout the process. The intent of the meeting was to focus on how the committee will refine its strategy for determining the recommended option(s), boundaries and timelines. It will be important for all members to develop a comfort level for moving forward and for settling on the option(s) that are recommended. Consensus building has been a key piece for narrowing down options.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

No changes.

3. Minutes from Working Group Meeting # 6

3.1 Clarification

Nil

3.2 Approval of Minutes

Approved by consensus by a show of hands.

4. Correspondence

Correspondence received. No comments.

5. Review of ARC Options

5.1 Discussion

Members requested input from Karen Turkstra on what trustees might consider to be the optimal number of options or details presented. Karen provided some insight noting that prioritization of options is helpful, that presentation of more than one option may be helpful especially if more information becomes available during the wider public consultation phase, and that the number of options presented in the past has varied.

In response to a request for an update on the status of the Beverly Community Centre, Karen Turkstra noted that potential for property at the Beverly Community Centre has been discussed with the City and possibilities are quite positive. The Lions group is quite supportive of building a new school on the Beverly Community Centre site, perhaps a two-story facility away from the floodplain. Since no trees in the area are dedicated, tree removal could be considered if other plantings are incorporated. Ideas around potential for a land swap, parking, septic and environmental considerations continue to be discussed. Hopefully an update will be available for the next Public Meeting. To date, there has been no specific mention of terminating the arena.

Following the holiday break, members were invited to tour Guy B. Brown Elementary School, a newer school facility as requested. Photos taken were shared to illustrate various features including bulletin boards used in place of blinds, acoustic ceiling tiles, extra space, a two-story gym, a dedicated instrumental music room, a sound proof music room, front foyer common space with mounted television screen, an elevator, classrooms, library, collaboration spaces, a big bright office, JK cubbies and washrooms, wall mounted toilets, a large science lab (flexible learning space), extensive glass (good for supervision), and effective layout providing good flow and space.

Bob Fex provided comprehensive costing based on the various options developed. Details were reviewed. Handout provided.

Discussions then focused on refining the number of options to be presented at the next Public Meeting. Members formed mixed breakout groups to share ideas:

- If public attendees are divided, multiple options give everyone an opportunity to put forth various details
- Multiple options give people a voice
- Multiple options provides the possibility of separating pieces that are favourable
- If the Beverly Community Centre is a possibility then perhaps focus should be on one option
- Members support the idea of a new school but recognize that a backup plan is needed if money or property are not available
- Two new schools might not be funded
- Greensville is listed for historical interest but not for designation
- The idea of using the Greensville site was discussed briefly but parked
- Tendering for the sale of school lands is offered in priority, first among school boards
- Much of the work is speculative but it will be important to collectively support the option(s) preferred with the reasons why (rationale)
- Delivery of one option versus two parts was discussed noting that either approach would need a summary statement that captures all five schools involved
- Members thought the best way to present option(s) would be in two parts to gather further public input:

Option - Part A - Seaton/Beverly

- On Beverly Community Centre site

Option - Part B - Greensville/Millgrove/Spencer Valley

- New school on Spencer Valley for all three schools
 - All 3 schools close
- New school on Spencer Valley for Greensville and Spencer Valley
 - Greensville closes
 - Millgrove status quo
- Neither Part A or B needs to be ranked as a priority but simply presented individually
- Part A will emphasize preference for Beverly Community Centre as the site for a new build
- Members agreed by consensus to use the Beverly School site as the backup plan
- Part B will emphasize Spencer Valley as the preferred site for a new build

Timelines were also discussed as follows:

- It is not practical to close schools in June 2015 and have a new school ready for September 2015
- Progress for moving forward will be based on Ministry approval and available funding
- Ministry approval would not likely be announced before the end of the calendar year
- Closing dates should correspond with opening dates
- Members do not want students placed in transitional space.
- Closures should be based upon new school completion - a date should be specified in the recommendation with notation that transitional space is not desired
- Principal preference for any move would align with a September start-up

5.2 Boundary Alignments

Boundaries were discussed as follows:

- No boundary changes are suggested as long as numbers are balanced, which are considered to be quite stable.
- It was noted that boundaries are based mainly on geographic details with roadways in mind.
- Parents busing young students may have a concern so a boundary change may need to be considered in this regard.
- The idea of bumping the transportation ride-time down from 60 to 45 minutes was raised. However, the current transportation policy is under separate review. An opportunity for public input through school principals will be verified. **Mag Gardner will provide a status update through email.**
- Changes to elementary boundaries may impact secondary boundaries. As such, wording within the recommendation should include, “suggest trustees explore Millgrove boundaries as it feeds into the secondary boundaries”.

5.3 Refine Options

See Item 5.1.

6. Draft Accommodation Review Committee Report - Review and Discussion

The draft ARC Report provides a framework for developing the report that will be presented to trustees. The Table of Contents was reviewed. Leads for writing the report were determined as follows:

- Bob Fex (Items 1, 2, 2.1, 2.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5, 2.6, 3.1.1, 5)
- Bob Fex with input from Committee (Items 2.2, 2.3)
- Committee (Items 3, 3.1, 3.2, 4)
- To be determined (Item 3.1.1)

The approach to writing was discussed. Committee members formed breakout groups to draft wording for Items assigned above. Stephanie Munro and Sara Ardiel would provide the wording as crafted in the breakout groups for the recommended option - Parts 1 & 2, respectively, for inclusion in the draft ARC report. Items written by Bob would be circulated to Kristin Glasbergen, Sue VanEgdom and Candice Goodale for vetting and any necessary editing. The report will remain draft at this point.

Volunteer co-chairs for Public Meeting # 4 include Callie Matthews, Candice Goodale and Jessica Dyment.

7. Next Steps - Public Meeting # 4 Preparation (January 22 at Greensville)

- **Next Public Meeting # 4 - January 22, 2013 at Greensville**
- **Next Working Group Meeting # 8 - January 29, 2014 at Spencer Valley**

8. Adjournment

The meeting adjourned at 8:55 p.m.

Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting # 6
- Correspondence
- Options Presented at Public Meeting # 3
- Current Boundary Map
- Financial Summary

**West Flamborough Accommodation Review Committee
Working Group Meeting # 7
Wednesday, January 15th, 2014
6:00 p.m. – 9:00 p.m.**

**Beverly Central Elementary School
1346 4th Concession Road, Troy, Ontario**

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, Chair
2. Agenda
 - 2.1 Additions/Deletions
 - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #6
 - 3.1 Clarification
 - 3.2 Approval of minutes
4. Correspondence
5. Review of ARC Options
 - 5.1 Discussion
 - 5.2 Boundary alignments
 - 5.3 Refine options
6. Draft Accommodation Review Committee Report – Review and Discussion
7. Next Steps – Public Meeting #4 preparation (January 22nd @ Greenville)
8. Adjournment

West Flamborough

Accommodation Review Committee

Working Group Meeting # 7

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Beverly Central – January 15th, 2014



Mea Culpa

Reflect:

This experience will have been a good use of my time, effort and imagination if:





Tonight's Work...

- How do we want to make decisions?
- How many options do we want to recommend
- What options do we want to settle on?
- Boundaries?
- Date?

Options

Greensville/Millgrove/SV

- New school on SV for all 3 schools?
 - All 3 schools close
- ~~Renovated SV for all 3 schools~~
 - ~~Greensville & Millgrove close~~
- New school for SV for GV & SV
 - Greensville closes
 - Millgrove status quo

Looking Ahead...

Next Public Meeting: presenting the option(s)

Last Working Group Meeting: preparing the report



Accommodation Review Committee DRAFT Options

Option #1

- Close all 5 schools.
- New school on Spencer (for Spencer, Millgrove and Greensville)
- New site (Beverly Central Community Centre) for Beverly and Seaton.
 - This involves a realignment of catchment area to generally balance the two schools' populations.

Option #2

- Close Millgrove and Greensville and renovate Spencer Valley (making it a JK-8).
- Close Beverly and Seaton with a new JK-8 school on the Beverly Central school site.
 - This involves a realignment of catchment area to generally balance the two schools' populations.

Option #3

- New school for Seaton and Beverly at a central location.
- Greensville goes to a renovated Spencer Valley (JK-8).
- Millgrove remains open status quo or we explore the viability of a JK-8.
 - There would be no change in current catchment area.

In creating our Options, our best thinking to date is:

- extended to at least September 2015 or until facilities/construction are completed

- French Immersion is not part of recommendations

Other Considerations

- **Timeline:** extended to at least September 2015 or until facilities/construction are completed
- Commit to quality teaching learning environments that support student achievement
- **Facilities:** School facilities and infrastructure meet the needs of our students in the 21st century

- **Program offering:** ensure that we have specialty rooms (e.g. technology, science lab, music, French space, art rooms, learning resource) along with technology that is current-date
- ensure quality and consistency of programming (see above) across all children within the Accommodation Review Area

- **Transportation:**
 - Will not exceed 45 minutes
- **Transition points:**
 - Resources: when/if a school closes then the resources move

Process of creating Guiding Principles

- Examining recorded data from public meetings
- Reading through data
- Focusing of main ideas and identifying patterns in the data
- Summarizing the main themes and developing a list of common principles to help in decision making

Guiding Principles for Decision Making

Program Offerings

Transportation

Resources

21st Century Learning

Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion

Principle #2: Transportation

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)

Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation

Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces



Discussion



Next Steps:

- Next working group meetings the committee will finalize accommodation Report
- At Public Meeting #4 a Draft Committee Accommodation Report with its interim accommodation Option(s) will be presented



Next Public Meeting

January 22nd, 2013

at Greensville Elementary School

Objective

Present Draft ARC Report with Option/s

Next Working Group Meeting

January 29th, 2014

at Spencer Valley Elementary School

Thank You

Working Group Meeting #7 Correspondence

Correspondence #1

Dear Committee Members

I would hate to see the Millgrove Public School closed. Yes Millgrove is a small community, but a very desirable area to live. Not all want to live in an urban environment, and Millgrove offers rural living within minutes of Watertown, Burlington, greater Hamilton, and the newer developing commercial area at Highways 5 & 6. No there has not been much development in the Millgrove area in the last few years, but that can be directly related to the Green Belt zoning and limitation of severances. Development and new housing has been limited to existing lots, or older homes that have been renovated and upgraded. The current growth of Waterdown, and the need to expand the Waterdown High School, supports that this is a desirable area. With that demand, comes the need for supporting facilities: schools and libraries. Accessible schools, where children of all ages are not subject to extended bus rides. Schools that can accommodate fluctuating populations, and not be subjected to over populated class rooms. Schools that have a site large enough for building expansion if required. I think Millgrove Public School has a prime location, a nice large site, and supporting after school day care beside and across the road from the school, which is so important to working families. Yes the school is an older one, but the cost of renovation and upgrading would probably be less costly, than bussing over a number of years.

I hope the committee members will see the benefits of the Millgrove Public School and support the local community, and vote to keep the school open.

I have lived in the Millgrove area for over 30 years, and have had a child attend the local schools in past years.

Sincerely;

Linda Sway

Correspondence #2

Good afternoon,

We are Greenville residents and parents of two children going to Greenville school. We would like to voice our opinion on the school closures and we're hoping this is the right avenue to take.

We are supporting the vote that recommends closing Spencer Valley and building a new school on the current Greenville site, and then have Millgrove students feeding into Greenville for grades 6-8.

This is such a great area, and with the new planned arboretum behind the school, we think it would be in the students best interest to have this site for the new school.

Thank you for your time,

Keri & Dan Kreuger

Working Group Meeting #7 Correspondence

Correspondence #3

Rosalyn & Robert Vanderboom

933 Brock Rd, RR#4

Dundas, ON

L9H 5E4

December 10/13

To the Working committee of the ARC

Regarding Proposed Solutions for the West Flamborough ARC review

Re: Specific proposed one site solution for Greensville (GV), Spencer Valley (SVS) & Millgrove (MPS) only & closure of MPS.

Having attended the public meeting, we must respond to the information discussed on Dec. 4/13, as it concerns us greatly.

The purpose of the ARC review is to twofold: to decide on the best education solution for children and their community, AND make recommendations for the long term accommodation plan to achieve 90-100% accommodation status. Hence, whatever solution proposed must meet both objectives.

Discussions to close Millgrove school, and consolidate it with a Greensville located K-8 school may achieve 90-100% accommodation; however, it negates key guiding principles and does not achieve all required criteria.

It cannot be said that it is in the best interest of Millgrove's students to attend a K-8 school, for up to 10 years, establishing key childhood friendships with Greensville & Millgrove students, only to be separated from their lifelong Greensville peers to attend Waterdown High school (WDHS). Deciding to consolidate to one school only would necessitate a further costly repeated high school boundary review, to determine if parents would then want their children to attend Dundas High school with all their peers. Speaking as a member of the boundary review committee of 2012-2013, three surveys completed (2 at cost to the board) resulted in consistent data that indicated 67% of parents wished their children to attend WDHS. Why create a more detrimental, divisive school pathway that will not meet the quantified wishes of Millgrove families? Data indicated that parents wanted to minimize the amount of separation from their K-5 peers (they wanted to keep this age peer group together for middle school), attend a rural school, and 67% consistently selected WDHS as the high school of choice. Attendance at Spencer was the unique HWDSB board solution for middle school, to minimize peer disruption, allow attendance at a rural school and attendance at WDHS. A decision which results in Millgrove students being separated from their K-8 peer group (10 year friendships) is NOT in the best interest of these students learning and overall development. If the one site solution is proposed, the only workable solution then becomes sending all students to the same Dundas high school, negating the stated wishes of parents, and forcing a new high school boundary review (if Dundas High school is able to accommodate students from MPS not currently in their projections). Does the working group truly believe that this is an acceptable, healthy school pathway? By moving to one site only for GV, SVS, & MPS, there is a huge impact on the school experience of MPS students, as currently proposed. While it is not in the mandate of the ARC to make high school decisions, how can you support

11/10/2013

Working Group Meeting #7 Correspondence

creating this costly & deleterious outcome? Would this be an acceptable school path and solution for all elementary students in this ARC? The answer is clear...

Well, it actually was proposed for a portion of Greensville students (approximately 30) to move to MPS for K-5, to join Greensville peers at Gr. 6 at SVS, to later attend Dundas High school. We understand that this is no longer a proposed solution, as the community did not support it, and their voice has been heard, (despite the fact that removing these students did not meet the accommodation projection needs of MPS as recommended by staff, as this was secondary to the community voice). We can only hope that the voices representing the best interests of MPS students will be heard equally, as the consolidation to one site does not meet the best educational interests of our community, nor represent our wishes. To achieve the required accommodation projections, there are many solutions that may be entertained, while keeping the MPS site open and a site in Greensville open.

1. Correct sizing a Greensville site. Greensville currently requires a school of approximately 375 maximum (Current Greensville 200 students, SVS 175 students).
2. Reviewing the internal catchment boundaries for Millgrove public school to enhance its ability to meet accommodation targets.
3. Reviewing the unique location and role of Millgrove, with respect to Waterdown growth, as an elementary school that meets the needs of both wards 14 & 15. Millgrove crosses both the rural and urban boundary, in its proximity to Waterdown, and the future anticipated growth surrounding the Waterdown bypass.

We urge you to review and weight all criteria equally.

While attractive to close MPS and utilize the funds to build a new, 550 capacity school in Greensville, this does not represent the most requested solution for Millgrove students, and does not treat all students equally within the ARC. 21st century buildings are just one criterion in this decision. Also, let's not confuse concepts - a 21st century building does not equate it to 21st century learning – it is not the same!

While suggesting that transportation time is modifiable, and recommendations can be made, we suggest that once completed, the working group committee will not be able to affect the decisions made by the independent combined transportation board (HWSTS), to impact the transportation decisions that govern students' daily lives. There is no mechanism in place to enforce, in practicality, the working committee's length of bus ride recommendation. Bus planning is determined by HWSTS alone, and ride times evaluated only for new students, based on "normal conditions" (see ride time policy on HWSTS website). Hence, reduction in bus ride times appears to me, a mere platitude, and not a reality, negating the educational needs of bused students from the northern aspect of the MPS catchment area.

Millgrove school has fostered 21st learning, despite its 100 year old building, as demonstrated by the quantifiable EQAO success rate. Why would the board want to remove a successful, highly functioning school body? Why undo a "thriving entity"? Why does everyone believe that 21st learning only occurs in a new building? How ludicrous to believe that 21st learning does not occur in well respected, historic universities & buildings like Queen's, Oxford & Cambridge, and that new buildings are required to achieve 21st century learning. Looking at the university level, sites with effective learning add to their historic footprint, rather than remove the old buildings! Why is the board considering pulling down a 100 year old building, with only \$1.3 million in FCI, when all younger buildings have greater capital costs? Why create a new school entity with unproven success? The age of the building and the size of the student body do not ensure success!

Working Group Meeting #7 Correspondence

If the Greenville community decides that building on the GV school site is preferable build location, a historic building could be maintained on site (separate from a new, right sized combined GV & SVS school), and they could retain the benefits of a walkable location. Alternatively, if the SVS was selected, the septic bed would meet the needs of the “right sized school”. Having had a child succeed at SVS, adding K-8 only builds on SVS known record for success.

Millgrove has a unique, daycare solution, that meets the needs of all children in a family, whether infant or school age, for the whole calendar year. This model is the most effective for parents, and was aspired to but not attained by the Ministry of Education when implementing full day learning. Why suggest regressing in our model of daycare? Why not aspire to a better model that truly meets the needs of working parents.

We understood the mandate of the ARC working committee was to work collaboratively, to attain the best educational strategy for all students within the ARC. We do not believe that one site (for all students from GV, SVS, and MPS) and closing MPS is in the best educational interest of students from MPS. Please collaborate and review if the accommodation objectives can be achieved, without compromising the best stated solution for each community. Millgrove parents were unanimous at the public meeting, indicating there is no support for the closure of MPS.

Please hear our voice, as we ask for MPS to remain open for K-5, followed by a Greenville located middle school, and WDHS for high school, as those akin to our children’s best learning needs,

Sincerely,

Rosalyn & Robert Vanderboom

Correspondence #4

Dear ARC Working Groups,

I contact you as a parent of two children - one at 4 months, and the other at 3 years of age - living equal walking distances (<1km) to either Spencer Valley or Greenville schools. Closing one school versus the other will not affect the distance that our children will walk. Further, I do not expect that one versus the other would make a substantial difference to our property value or convenience-of-location within the community. Thus, I am perfectly neutral in those regards. However, the Spencer Valley location will present a safety concern for our children, due to lack of sidewalks.

This concern stems from my experiences while driving past the two schools. Due to the location of our home, I've travelled both routes frequently in the past. I've learned to avoid Old Brock Rd. immediately before and after school hours, since I sometimes encounter kids walking, literally, down the middle of the road. In contrast, the route past Greenville School often includes convoys of parents and strollers but I observe no issue because there is a sidewalk. Now, if you make Spencer Valley a K-8 school and put those parents and strollers on the road (e.g., my wife and our children), then I foresee a significant safety issue.

I'd prefer the Spencer Valley site if it had sidewalks. The reason: I presume that construction of a new school on the Greenville site would either (a) limit outdoor activities during construction or (b) necessitate transfer of all students to Spencer Valley during construction. Either way, at least one of our children would experience significant interruption. However, that interruption would seem preferable to convoys of children, parents and strollers (e.g., my wife and our children) walking

Working Group Meeting #7 Correspondence

to Spencer Valley without sidewalks. This will occur; it does with the current middle-school kids, and will become convoys of K-8 children, parents and strollers.

My suggestion: The requirement for additional sidewalks should be considered a "given" whenever considering the Spencer Valley location. If you can do that, the board can do that, council can do that, the ministry can do that... then I'm all for the Spencer Valley location.

With regards to renovation versus a new school, I would prefer renovation, with a presumption that it would be less disruptive to students, and more cost-effective.

Continuation of an after-school program, such as Umbrella, is also desirable.

The sidewalk issue remains the "elephant in the room" though.

Regards,
Alex Martin

West Flamborough 3 Options presented to the Public December 4th 2013

Option #1

- Close all 5 schools.
- New school on Spencer (for Spencer, Millgrove and Greenville)
- New site (Beverly Central Community Centre) for Beverly and Seaton.
 - This involves a realignment of catchment area to generally balance the two schools' populations

Option #2

- Close Millgrove and Greenville and renovate Spencer Valley (making it a JK-8).
- Close Beverly and Seaton with a new JK-8 school on the Beverly Central school site.
 - This involves a realignment of catchment area to generally balance the two schools' populations.

Option #3

- New school for Seaton and Beverly at a central location.
- Greenville goes to a renovated Spencer Valley (JK-8).
- Millgrove remains open status quo.
 - There would be no change in current catchment area.

ARC Options Saving/Cost Summary

The following are ESTIMATED saving/cost analysis for the Committee's 3 Options to date. The purpose of the costing is to provide the Committee with a broad overview of the costing differences for their options based on information they have been provided (land and new school costs not included) – it is an 'apples-to-apples' comparison. The land values used for this exercise are extremely speculative. New school costs are reflective of Ministry benchmarks and are subject to change.

The following are the items used in the calculation:

Administrative costs
 Operational costs
 Current High and Urgent maintenance costs
 Estimated Site values
 Estimated New School cost

The following are the items NOT used in the calculation:

Complete administration costs of a remaining schools (or new schools)
 Operating costs of remaining schools (or new schools)
 Demolition of existing buildings and site preparation
 New school site costs
 Septic costing
 Etc...

Option 1 (2 new schools)

Savings - \$13,724,668.00

Cost - \$17,300,000.00

Difference - **-\$3,575,332.00****Option 1 (no new schools)**

Savings - \$10,078,333.00

Cost - \$8,196,596.00

Difference - \$1,881,737.00

Option 2 (1 new school- Beverly)

Savings - \$12,110,897.00

Cost - \$12,214,684.00

Difference - **-\$103,787.00****Option 3 (1 new school)**

Savings - \$10,640,256.00

Cost - \$9,313,066.00

Difference - \$1,327,190.00

DRAFT

A	New School Construction/Additions/FDK	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	New School Construction	\$0	\$0	\$6,800,000	\$10,000,000	\$6,800,000
	Full Day Kindergarten	\$0	\$705,000	\$0	\$0	\$0
	Additions	\$0	\$1,000,000	\$0	\$0	\$0
	Projected Total	\$0	\$1,705,000	\$6,800,000	\$10,000,000	\$6,800,000
Ministry Funding (1)	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B	
	Potential Capital Funding - Pending Ministry Approval	\$0	\$1,705,000	\$6,800,000	\$10,000,000	\$6,800,000
	Approved Full Day Kindergarten	\$0	\$0	\$0	\$0	\$0
	Projected Total	\$0	\$1,705,000	\$6,800,000	\$10,000,000	\$6,800,000

B	Allowance to Meet Ministry Benchmark (2)	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total	\$0	\$1,325,000	\$0	\$0	\$675,000
	Renewal Costs-High and Urgent 1-5 years (3)	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total	\$4,282,658	\$1,792,662	\$0	\$0	\$568,382
	Remaining Renewal Costs-Not High and Urgent 6+ years (4)	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total	\$15,635,063	\$6,083,121	\$0	\$0	\$1,288,921
	Total Estimated Renewal Costs	\$19,917,721	\$9,200,783	\$0	\$0	\$2,532,303
	Less the Proceeds of Disposition (5)	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total	\$0	\$800,000	\$700,000	\$850,000	\$450,000
	Balance to Fund	\$19,917,721	\$10,105,783	\$6,100,000	\$9,150,000	\$8,882,303

Total Cost of Option	\$19,917,721	\$10,105,783	\$6,100,000	\$9,150,000	\$8,882,303
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C	Administration Savings (6)	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Less New Build	\$0	\$0	\$181,785	\$182,729	\$181,785
	Projected Yearly Administration Savings	\$0	\$361,896	\$180,802	\$360,430	\$180,465
	Operational Savings (7)	Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Less New Build	\$0	\$0	\$282,563	\$266,105	\$282,563
Projected Yearly Operational Savings	\$0	\$355,222	\$175,829	\$307,272	\$129,287	

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.

****Costing does not include such 'land' related costs as site purchases, site preparation, or demolition costs (where applicable)**

(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 - completion of work To Be Determined

(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. 'Less New Build' reflects the cost of Admin. and Op. costs of the new school

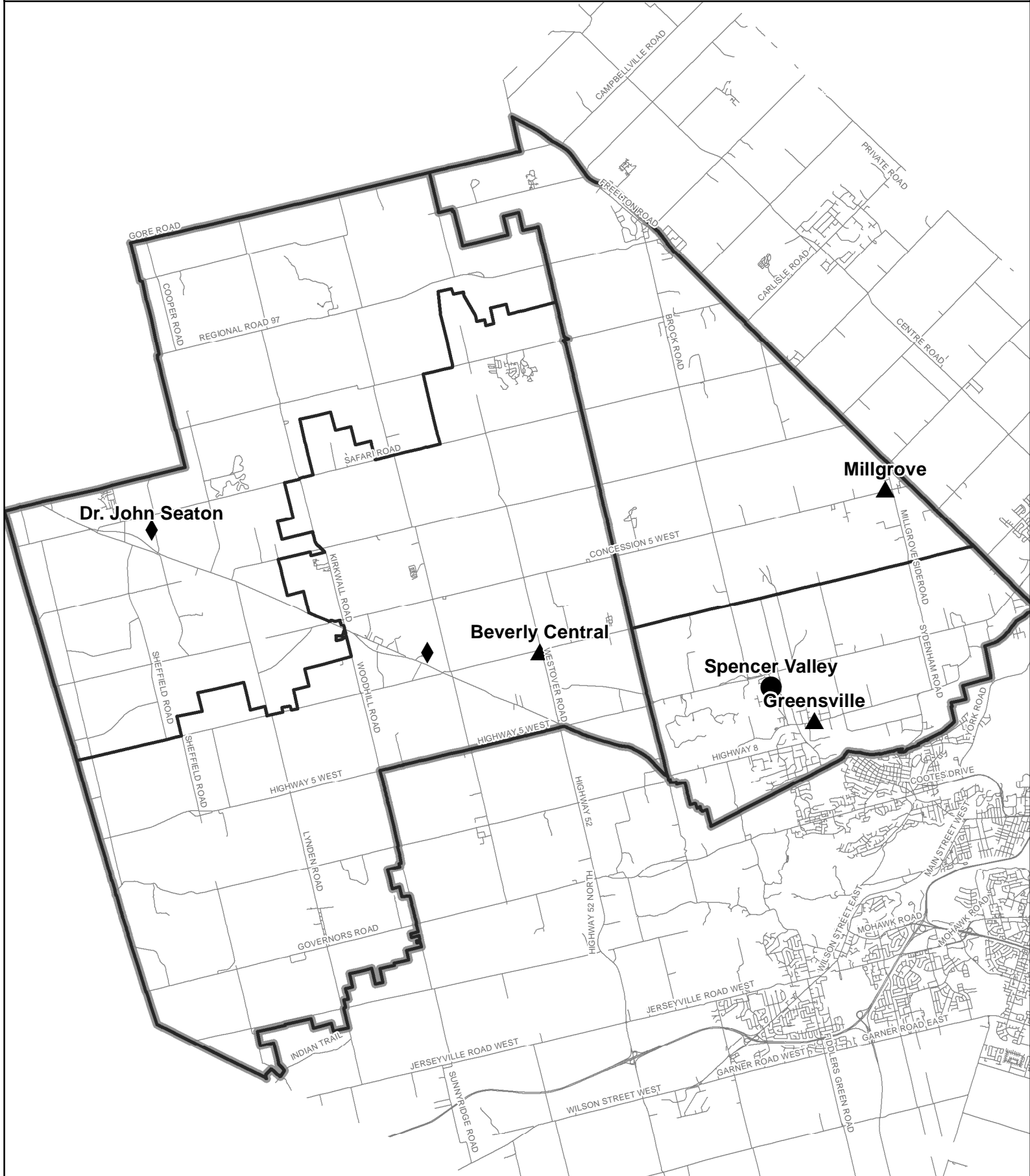
HWDSB Staff Option: Close Beverly Central and Greenville. Beverly Central students would attend Dr Seaton. Dr Seaton would receive FTK renovations and classroom additions. It becomes JK-8 school. Greenville students would attend Spencer Valley. Spencer Valley would receive FTK renovations and classroom additions. It would become a JK-8 school






ARC Option Part 1 West Section: Close Beverly Central and Dr Seaton. Pending Ministry funding, construct a new 350 pupil place JK-8 school on Beverly Central Community Centre site for Beverly Central and Dr Seaton students. Alternatively, construct a new 350 pupil place JK-8 school on Beverly Central site for Beverly Central and Dr Seaton students

ARC Option Part 2A East Section: Close Greenville, Millgrove, and Spencer Valley. Pending Ministry funding, construct a new 525 pupil place JK-8 school on the Spencer Valley site for Greenville, Millgrove and Spencer Valley students.


ARC Option Part 2B East Section: Close Greenville and Spencer Valley. Pending Ministry funding, construct a New 350 pupil place JK-8 school on the Spencer Valley site to accommodate Greenville & Spencer Valley students. Millgrove remains status quo as an associated school.

West Flamborough Planning Area Boundaries 2013 -14

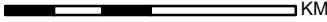


	Current Elementary Boundary		Jr Elem
	Current 6-8 Boundary		Middle
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Planning & Accommodation

January, 2014

Planning and Accommodation



Elementary
**ACCOMMODATION
 Review Committee**

R.7

ARC

**Accommodation Review Committee - West Flamborough
 Committee Members**

Working Group Meeting # 7 - January 15, 2015

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	<i>present</i>
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candice Goodale Ho [REDACTED] [REDACTED]	<i>Candice Goodale</i>
Beverly Central parent representative from School Council/Home and School	Melissa Slote Home: 905-659-6456 Cell: 905-746-3254 Email: melissa_slote@hotmail.com	<i>Melissa Slote</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenneuval Home: 519-647-0838 Email: jladevito@hotmail.com	<i>regrets</i>
Beverly Central teaching or non-teaching staff	John Belanger Home: Cell: Email: john.belanger@hwdsb.on.ca	<i>J Belanger</i>
Beverly Central teaching or non-teaching staff	David Wardell Home: 905-318-8088 Email: david.wardell@hwdsb.on.ca	<i>regrets</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee Cell: 519-658-3250 Email: paintedpromise@hotmail.com	
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie Cell: 519-241-0487 Email: momrox39@gmail.com	
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-623-8589 Cell: 519-827-4052 [REDACTED]	<i>regrets</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro Home: Cell: E [REDACTED]	<i>Stephanie Munro</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire Home: Cell: Email: Shelley.mcguire@hwdsb.on.ca	<i>Shelley McGuire</i>



Elementary
**ACCOMMODATION
 Review Committee**

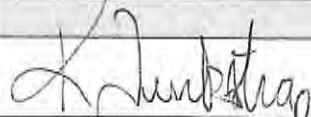
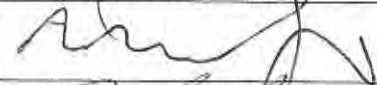

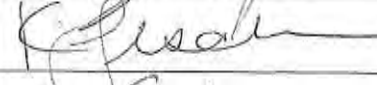

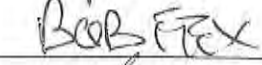

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ARC

Greenville parent representative from School Council/Home and School	Callie Matthews Home: Cell: Email: matthews4@speedway.ca	<i>CMatthews</i>
Greenville parent representative from School Council/Home and School	Kristin Glasbergen [REDACTED] [REDACTED]	<i>KGlasbergen</i>
Greenville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca	<i>present</i>
Greenville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca	<i>CGrantham</i>
Greenville teaching or non-teaching staff	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca	
Millgrove parent representative from School Council/Home and School	Jessica Dymont Home: Cell: Email: jess_dymont@hotmail.com	<i>JDymont</i>
Millgrove parent representative from School Council/Home and School	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca	<i>Sara K Ardiel</i>
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com	<i>Anthony Hunter</i>
Millgrove teaching or non-teaching staff	Marguerite Richer Home: 905-528-4925 Email: marguerite.richer@hwdsb.on.ca	<i>MRicher</i>
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca	<i>CEvans</i>
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca	<i>TBrittain</i>
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech [REDACTED] [REDACTED]	<i>PBeech</i>
Spencer Valley teaching or non-teaching staff	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca	<i>RKott</i>

Elementary ACCOMMODATION Review Committee

ARC

Non- Voting Representatives		
Area Trustee	Karen Turkstra	
Beverly Central Principal	Doug Dunford	
Dr. John Seaton Principal	Eddie Grattan	
Greensville Principal	Kate Fischer	
Millgrove Principal	Stewart Cameron	
Spencer Valley Principal	Kim Short	
Planning and Accommodation Resource Staff	Bob Fex	
Administrative Support Staff	Kathy Forde	

**West Flamborough Accommodation Review Committee
Working Group Meeting # 8
Wednesday, January 29, 2014
6:00 p.m.**

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Minutes

ATTENDANCE:

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baille, Pamela Beach, John Belanger, Tania Brittain, Kristin Glasbergen, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Callie Matthews, Shelley McGuire, Stephanie Munro, Marguerite Richer, Heather Ryan, Melissa Slote, Janine Vandenheuval, Sue VanEgdom, David Wardell

Non-Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Jessica Dymont, Candice Goodale, Colleen Evans

Non-Voting Members - Nil

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - 1 public attendee was present - Dundana (1)

1. Call to Order

Mag Gardner called the meeting to order and reflected on the amazing efforts and progress to date. Karen Turkstra expressed appreciation to everyone for their time, energy, attendance and professionalism throughout the ARC review process for West Flamborough.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

Agenda approved.

3. Minutes from Working Group Meeting # 7

3.1 Clarification

Nil

3.2 Approval of Minutes

Minutes approved by consensus.

4. Minutes from Public Meeting # 4

4.1 Clarification

Nil

4.2 Approval of Minutes

Minutes approved by consensus.

5. Correspondence

Correspondence received and reviewed. No comments.

6. Questions for Clarification

Financial Summary

Bob Fex walked members through the most recent financial summary on the options moving forward. Details for the Staff Option did not change. Part 1 represents the west section. Part 2 represents the east section. Details are estimated and provided for discussion purposes only. Administration savings are calculated for a one-year period only. Operational savings relate to expenditures for the operation and maintenance of a school including heating, lighting, cleaning and routine maintenance. Differences in savings between closures and new builds were explained to ensure clarity.

Ministry benchmarks were raised. Clarification was requested for the line item reading 'Allowance to Meet Ministry Benchmarks'. It was explained that all schools in all HWDSB accommodation reviews currently underway are being visited to capture rooms that do not meet ministry standards. This exercise was to proactively capture any 'incidental' capital costs that could potentially arise should construction renovations be the direction given by Trustees as per accommodation options.

Karen Turkstra added that from a trustee perspective, estimated total renewal costs are reflected in the financial summary but the total savings are not. This information will be important when evaluating options in terms of value to the students, Board, community and economy. Proceeds to disposition estimates seem to be very conservative.

Member Contribution

Mag Gardner had invited members to share personal thoughts since the last meeting. Comments were consolidated and provided in a handout for information. It will be important to aim for consensus and for members to settle within a comfort zone once the process is complete. It is essential that all members feel they have contributed and that the best decision has evolved with the best collective thinking given the information and timeline provided. An opportunity was provided for members to review the handout, highlight any items of particular interest and share thoughts amongst members. It is important for everyone to be part of the conversation and to ensure discussions add value to the decisions made.

7. Finalize Committee Options

7.1 Discussion of ARC Options

To identify preferences for options going forward the methodology for voting was discussed. Voting would be done by a show of hands unless a secret ballot is considered necessary. Quorum tonight was confirmed at 11 members.

Committee Option - Part 1: West Section

Close Beverly Central & Dr. Seaton schools. Build a new JK to 8 school with a capacity of 350 in partnership with the City of Hamilton at the Beverly Community Centre.

Contingency if Community Centre is not attainable:

Close Beverly Central & Dr. Seaton schools. Build a new JK to 8 school with a capacity of 350 on the Beverly Central school site.

Vote - Do we wish to open this option up for discussion - (6) votes

- Did not pass
- Will not open for discussion - option considered clean

Committee Option - Part 2: East Section

Close Greenville, Millgrove, and Spencer Valley schools. Build a new JK to 8 school with a capacity of 525 on the Spencer Valley site.

or

Close Greenville & Spencer Valley schools and build a new JK to 8 school with a capacity 350 on the Spencer Valley site. Millgrove School remains status quo and remains as a Spencer Valley feeder school for grades 6-8.

Vote - Explore using the Greensville site for the new school (8) votes YES / (11) votes NO

- Did not pass
- No further discussion required

Vote - Do we feature one portion as a preference and not show them as equal options - do we wish to open this up for discussion - (11) votes YES

- Prefer to display preference
- Presenting only one option would appear as a more confident option
- Should avoid looking “wishy-washy”
- Important to rank between the two possibilities
- There is value in ranking but feel we have agreement
- Should look at a central site
- Should vote if we change location
- If convey a preference from this committee it shows a certainty and it is a more assertive stand
- Strategically, members wondered if it is better to have a preferred option
- Karen Turkstra noted that from a trustee perspective, one option portrays a community preference and two options portrays either selection would be acceptable. If two options are submitted it is the trustees who ultimately decide on the option that moves forward

Vote - Preference for whether there are preferences articulated in Part 2 - (13) votes YES

- Thoughts on location were shared
- Millgrove parents want to keep their school open
- Public feels it is one school (Millgrove) versus two (Greensville, Spencer Valley)
- People want a central location
- Brock Road is a zigzag so many stops are required meaning a 45-minute bus ride for some
- The Freulton community is feeling separated from Spencer Valley
- To add a new location without public input would be deceptive
- A central location could be the Millgrove Library which is closing, or the baseball park or the possibility of residential property

Vote - Do you want to discuss a central location - (11) votes YES

- Perhaps the second part of the option should read “the alternative would be in a central location to be determined”
- Good idea in some ways to address distance as a public concern but when building a school for all three communities in the east two thirds of the population would be coming from a certain area so increased busing would be needed - proximity needs to be considered
- What would benefit the majority of students
- Since we have Spencer Valley and Greensville as good potential locations why would you look at a new location

- I understand Greenville is not wanting to give up their location but that community is also reluctant to consider other locations
- Perhaps consider the North Wentworth Arena at Hwy 5 & 6
- To build a 500 school with declining enrolment seems to be ineffective
- Are we being equitable - seems the idea of busing times is being over-discussed versus how the west section was discussed

Vote - Does the ARC want to recommend a central location as part of its language - (4) votes YES

- Did not pass
- No further discussion on a central location
- Put the new school on an existing site without any preference then let trustees decide
- Between the three schools Spencer Valley has the most land
- Looking at public input from Greenville it may not be fair to disregard community interest
- Greenville is that much farther than other locations
- If all schools are united in one building it will benefit the kids by having full-time principals, expert teachers, more resources, better extra-curricular activities, etc. - if Millgrove remains status quo and enrolment drops the impact on students and staff will be not be good
- I have a JK son on the bus for 45 minutes and it is o.k. and is something the family realized when moving to this area
- A long bus ride may not be good for 3-year olds with small bladders

Vote - Would you want the first part to read “on an existing site [Spencer Valley, Millgrove, Greenville]” - (4) votes YES

- Did not pass
- No further discussion required

Members discussed their preferences for voting on Part 2 and agreed to secret ballot.

Vote - Preference between (A) and (B) portion of Part 2 (by secret ballot)

(A) Close Greenville, Millgrove, and Spencer Valley schools. Build a new JK to 8 school with a capacity of 525 on the Spencer Valley site - **(16) votes**

(B) Close Greenville & Spencer Valley schools and build a new JK to 8 school with a capacity 350 on the Spencer Valley site. Millgrove School remains status quo and remains as a Spencer Valley feeder school for grades 6-8 - **(4) votes**

Part A will be considered as the preference with Part B considered as the contingency.

8. Committee Draft Report

Volunteers will be needed to scrutinize and edit the report. Over the course of the week the report will be finalized to ensure content accurately reflects committee discussions and preferences. The complete report that goes to the Director will include all binder content and appendices. Volunteers include Janine Vandenneuval (Beverly Central), Stephanie Munro (Dr. Seaton), Kristin Glasbergen (Greenville), Anthony Hunter (Millgrove), Tania Brittain (Spencer Valley).

The Committee Report will be provided to all members once complete.

The Staff Report will be provided to members once it is made public. An email will be sent with the link included for quick access.

9. Next Steps - Final Report Submission

Members will be informed when the date is confirmed for presentation to the Board of Trustees and on the procedures for delegations.

Karen Turkstra noted that the Working Group meetings are now complete so the role of committee members is done. What happens in the days ahead will not be about who wins but will move forward based on the process in a positive format that includes final public consultation through the delegations.

In closing, Mag Gardner noted that members entered the process as individuals and evolved as a committee. Appreciation was extended for a job well done.

The draft minutes were reviewed at the end of the meeting and approved by consensus.

10. Adjournment

The meeting adjourned at 9:38 p.m.

Handouts

- Agenda
- Presentation
- Draft Minutes - Working Group Meeting # 7
- Draft Minutes - Public Meeting # 4
- Correspondence
- Financial Summary

**West Flamborough Accommodation Review Committee
Working Group Meeting # 8
Wednesday, January 29th, 2014
6:00 p.m. – 9:00 p.m.**

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, Chair
2. Agenda
 - 2.1 Additions/Deletions
 - 2.2 Approval of Agenda
3. Minutes from Working Group Meeting #7
 - 3.1 Clarification
 - 3.2 Approval of minutes
4. Minutes from Public Meeting #4
 - 4.1 Clarification
 - 4.2 Approval of minutes
5. Correspondence
6. Questions for Clarification
7. Finalize Committee Options
 - 7.1 Discussions of ARC options
8. Committee Draft Report
9. Next Steps – Final Report Submission
10. Adjournment



West Flamborough

Accommodation Review Committee Working Group Meeting # 8

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Spencer Valley – January 29th, 2014



Why we are here tonight?

- Finalize the accommodation option/s and finalize our Report to the Director of Education



Accommodation Review Committee DRAFT Options



Committee Options: Part 1

Part 1: West Section

Close Beverly Central & Dr. Seaton schools

Build a New JK to 8 school with a capacity of 350 in partnership with the City of Hamilton at the Beverly Community Centre

Contingency if Community Centre is not attainable....

Close Beverly Central & Dr. Seaton schools

Build a New JK to 8 school with a capacity of 350 on the Beverly Central school site.



Committee Options: Part 1 - Utilization

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Beverly Central (2016 consolidated school #'s)	230	166	164	152	142	356	341	327	323	323	316	324
		72%	71%	66%	62%	102%	97%	93%	92%	92%	90%	92%
Dr. John Seaton	348	243	225	228	222	0	0	0	0	0	0	0
		70%	65%	66%	64%	0%	0%	0%	0%	0%	0%	0%

Committee Options: Part 2

Part 2: East Section

Close Greensville, Millgrove, and Spencer Valley schools.

Build a New JK to 8 school with a capacity of 525 on the Spencer Valley site.

OR

Close Greensville & Spencer Valley schools and build a New JK to 8 school with a capacity 350 on the Spencer Valley site.

Millgrove School remains status quo and remains as a Spencer Valley feeder school for grades 6-8

Committee Options: Part 2 - Utilization

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Greensville	222	197	194	182	182	0	0	0	0	0	0	0
		89%	88%	82%	82%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	171	0	0	0	0	0	0	0
		81%	79%	78%	89%	0%	0%	0%	0%	0%	0%	0%
Spencer Valley (2016 consolidated school #'s)	369	177	189	197	187	534	516	508	503	500	500	490
		48%	51%	53%	36%	102%	98%	97%	96%	95%	95%	93%

OR

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Greensville	222	197	194	182	182	0	0	0	0	0	0	0
		89%	88%	82%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	171	175	174	179	170	169	168	166
		81%	79%	78%	75%	77%	76%	79%	75%	74%	74%	73%
Spencer Valley	369	177	189	197	187	358	343	330	333	331	332	324
		48%	51%	53%	51%	97%	93%	89%	90%	90%	90%	88%

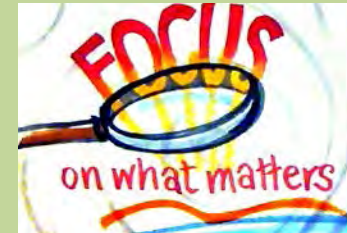
Overview of Rationale for Committee

Decisions:

- Supports 21st century learning and prepares students
Once report is delivered to Director
- Closures provide an opportunity for new schools
- Provides equitable learning environments for our rural communities
- Increase extracurricular activities and students resources
- Provides a more central location for young students



Group Discussion





Next Steps:

- Once report is delivered to Director
 - Timeframe for delegations to Trustees
 - Timeframe for Trustee Decisions

Timeframe Schedule

- No less than 30 days from the time the Director receives the Committee's Report can community consultation begin (e.g. delegations)
 - Estimated scheduling of community consultation with Trustees
 - Between 1st week of March and 2nd week of May
 - 4 ARC processes to be heard in this timeframe
 - Estimated scheduling for Trustee decisions
 - Between 3rd week of May and end of June
 - 4 ARC Trustee decisions to be heard in this timeframe

Public Delegations

- Any member of the public may request a delegation with Trustees.
- Public member may request 5 to 10 minutes of time to make a presentation
- Trustees may ask the presenter questions of clarification
- Instructions for requesting delegations and delegation procedures will be circulated by the board
- Dates in which the delegations will occur will be advertised and circulated through the schools.
- Approximate date: March or April of 2014.

If you have any ideas of your own please share with an accommodation committee member from your school or at arcinfo@hwdsb.on.ca



Thank You

Hamilton Wentworth District School Board - Facilities Management
 Financial Summary
 Elementary Accommodation Review Committee -West Flamborough
 Presented @ Jan 15th 2014 WG Meeting #7 - REVISED Jan 29, 2014

**DRAFT - FOR DISCUSSION
 PURPOSES ONLY**

A	New School Construction/Additions/FDK		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	New School Construction		\$0	\$0	\$6,800,000	\$10,000,000	\$6,800,000
	Full Day Kindergarten		\$0	\$705,000	\$0	\$0	\$0
	Additions		\$0	\$1,000,000	\$0	\$0	\$0
	Projected Total		\$0	\$1,705,000	\$6,800,000	\$10,000,000	\$6,800,000
	Ministry Funding (1)		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Potential Capital Funding - Pending Ministry Approval		\$0	\$1,705,000	\$6,800,000	\$10,000,000	\$6,800,000
	Approved Full Day Kindergarten		\$0	\$0	\$0	\$0	\$0
	Projected Total		\$0	\$1,705,000	\$6,800,000	\$10,000,000	\$6,800,000

B	Allowance to Meet Ministry Benchmark (2)		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total		\$0	\$1,325,000	\$0	\$0	\$675,000
	Renewal Costs-High and Urgent 1-5 years (3)		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total		\$4,282,658	\$1,792,662	\$0	\$0	\$568,382
	Remaining Renewal Costs-Not High and Urgent 6+ years (4)		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total		\$15,635,063	\$6,083,121	\$0	\$0	\$1,288,921
	Total Estimated Renewal Costs		\$19,917,721	\$9,200,783	\$0	\$0	\$2,532,303
	Less the Proceeds of Disposition (5)		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Projected Total		\$0	\$800,000	\$700,000	\$850,000	\$450,000
	Balance to Fund		\$19,917,721	\$10,105,783	\$6,100,000	\$9,150,000	\$8,882,303

Total Cost of Option	\$19,917,721	\$10,105,783	\$6,100,000	\$9,150,000	\$8,882,303
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C	Administration Savings (6)		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Less New Build		\$0	\$0	\$181,785	\$364,211	\$181,785
	Projected Yearly Administration Savings		\$0	\$361,896	\$180,802	\$180,802	\$180,465
	Operational Savings (7)		Status Quo	HWDSB Staff Option	ARC Option Part 1	ARC Option Part 2A	ARC Option Part2B
	Less New Build		\$0	\$0	\$282,563	\$508,549	\$282,563
	Projected Yearly Operational Savings		\$0	\$355,222	\$175,829	\$64,828	\$129,287

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.

****Costing does not include such 'land' related costs as site purchases, site preparation, or demolition costs (where applicable)**

(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 - completion of work To Be Determined

(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. 'Less New Build' reflects the cost of Admin. and Op. costs of the new school

HWDSB Staff Option: Close Beverly Central and Greenville. Beverly Central students would attend Dr Seaton. Dr Seaton would receive FTK renovations and classroom additions. It becomes JK-8 school. Greenville students would attend Spencer Valley. Spencer Valley would receive FTK renovations and classroom additions. It would become a JK-8 school

ARC Option Part 1 West Section: Close Beverly Central and Dr Seaton. Pending Ministry funding, construct a new 350 pupil place JK-8 school on Beverly Central Community Centre site for Beverly Central and Dr Seaton students. Alternatively, construct a new 350 pupil place JK-8 school on Beverly Central site for Beverly Central and Dr Seaton students

ARC Option Part 2A East Section: Close Greenville, Millgrove, and Spencer Valley. Pending Ministry funding, construct a new 525 pupil place JK-8 school on the Spencer Valley site for Greenville, Millgrove and Spencer Valley students.

ARC Option Part 2B East Section: Close Greenville and Spencer Valley. Pending Ministry funding, construct a New 350 pupil place JK-8 school on the Spencer Valley site to accommodate Greenville & Spencer Valley students. Millgrove remains status quo as an associated school.

Correspondence #1

Sunday January 19, 2014

Dear ARC

I am writing to you as a parent of a child who attends Greensville School.

I have been following the information posted on the website and can tell that both parents from the Greensville and Millgrove communities are passionate about keeping their schools open.

The Ministry of Education would like to see all schools in Ontario move to a JK-8 community. Currently we have two elementary schools that are both JK-5 feeding into Spencer Valley. It is unfortunate that these schools have to close because they both offer superior education to their students. Both schools have high EQAO scores and families are happy with their schools. I would prefer that Greensville remain open and nothing changes but unfortunately that is not an option. Thus I am going to make some suggestions that I feel need to be considered as you make your proposals to the Board of Education.

I believe this is the opportunity for both communities to have a brand new 21st century school. Our taxes are high and it would be wonderful to see our hard earned money be invested in our own community. Although I moved to a rural community so my children could attend a small school it would be a lucrative feature to bring new families into our communities. I read a post from another parent that stated a 21st century building is not necessarily 21st century education. I have faith and trust in the principal to hire teachers who would continue to provide our students with the same high quality education they have been receiving. They would have the resources at their finger tips that we as parents have been doing fundraising for. I have visited new schools and the facilities offer amazing opportunities for our students.

I believe merging Greensville, Spencer Valley and Millgrove Schools will be more cost effective and aligned with the Ministry of Education's goal.

If the proposal is to keep Millgrove open and Greensville and Spencer Valley become one, the building chosen for the new school will just get a renovation. This is a bandaid fix and before we know it, this situation will be before us again. Thus, I would ask you to consider proposing a new school for Greensville and Spencer Valley. I know that this may not be approved by the board but if not proposed at all then cannot be turned down. Or, provide a list of things that need to be renovated at the new school. If Spencer Valley is chosen, perhaps when they add the primary wing they could update the gym and ensure the library is renovated to accommodate both primary and intermediate books.

I would like the committee to consider the impact on extra curricular activities for students if Millgrove school remains open and is changed to a JK-8 school and Greensville and Spencer Valley merge to JK-8, it will be difficult for students to participate and be competitive in the extra curricular events that are offered to students in grade 6,7 and 8. There will not be enough students to create teams. This part of school climate is just as important as the academics.

I would also like to suggest that the timeline be carefully considered. Realistically, I believe that even a renovation could not be completed until September 2016. The renovation on the new Dundas High School hasn't even begun and the school will not be ready for September 2014. That ARC happened two years ago. I

Working Group Meeting #8 Correspondence

would like to suggest that students do not leave their current school until either the new school or renovation is complete. Thus the children will only experience a change once.

Thank you for volunteering to be part of this process and listening to the input from the community. I understand that this is a time consuming journey and your commitment is greatly appreciated.

Sincerely
Nancy Johnson

Correspondence #2

Hi,
My name is Barb Miller-Firman, and have a daughter in JK at Greensville Public School. I have been to a few of the arc meetings and unfortunately work prevents me from attending tonight. So I decided to email what I would have said if given the opportunity.

Our family lives in Dundas and my husband and I fought to have our daughter accepted out of catchment so she could go to Greensville. We live a few streets over from Yorkview but plan in the next year to move more rural and will be within the bounds of either Greensville, Beverly or Seaton. We have decided this because after doing our research we liked the more "rural" school environment and wanted her to get used to bussing and making some friends. We have family who went to Greensville and Spencer. We love everything about Greensville. It has been an amazing school so far.

Both my husband and I come from a long line of educators, principals and even a chairman/president of the Simcoe public board. We understand that changes will happen and don't delude ourselves that Greensville will be safe and remain open (even though we would love that) But, as parents we want the best decision out there for our daughters. Living in Dundas and being part of the community, we are seeing what is happening with the high schools, and do not want that happening with the elementary schools.

If Greensville is to close and Spencer taking on k-8 becomes the plan, I don't want to see so much disruption and upheaval happening. That is not fair to kids. Major work will need to be done, or a new school needs to be built. Both my husband and I vote for a new school, one that will properly accommodate all students. We decided more rural to avoid portables and overcrowding that is seen at other schools. I would hate to see a "bandaid" solution done to Spencer.

Through the Arc meetings I know it has been discussed that work will need to be done before kids move to those schools and that everything they currently have needs to be in place. Proper computer labs, smart boards, etc.

I know there is no easy solution when it comes to schools, and families and everyone has an opinion. I just hope that whatever decision is made, will be good for everyone. I feel that closing any of these schools is sad, but hopefully a new school will help accommodate everyone.

Thank you for your time,
Barb Miller-Firman

Working Group Meeting #8 Correspondence

Correspondence #3

To the ARC committee and trustees,

With a heavy heart I write my last letter pleading for the best for my children. My name is Kristin Weber, mom of 3 children, 2 currently attend Greenville and 1 who is eager to begin in September 2015.

I have held onto a glimmer of hope that the Greenville site might remain a potential location for a new building to keep our community centered. After last weeks meeting I am still in shock of losing our school building and site forever.

I want a new school. My children will lose their charming, historical school without the chance to even fight to save it. I will NOT be happy with a pieced together Spencer Valley building. I would hate to see 3 portables pop up on the site, FDK modifications made to the school, and lose designated specialized labs, and call it a 21st century learning environment for my children and community.

I realize I am asking for the moon and stars, but I feel that we are due. Never has it been a possibility for us to fight to save our school, from the beginning we have been told, it's just too much money. So let's stop wasting money on maintenance, build a new, efficient, and safe school for our children now and for years to come.

Thank you ARC members for all the time you have committed to representing your communities, I'm sure it has been an exhausting and emotional journey, thank you.

And to the trustees, please weigh all options in providing the best for all our children today and students in the future.

Sincerely,
Kristin Weber

Correspondence #4

Next page..

39 John Martin Crescent
R.R. #1
Millgrove, ON
L0R 1V0

January 22, 2014

To the Attention of the ARC Working Committee,

Please Keep Millgrove Public School Open!

It has come to our family's attention that the Millgrove Public School is slated for closure in your current discussions.

We ask for the committee to please re-consider and keep the Millgrove location open. Although our children do not currently attend this school, we have high hopes they will be able to in the future. Our family is actively involved with the Millgrove Children's Centre day care run in the buildings immediately adjacent and across the street from the Millgrove Public School. We have a toddler and infant who will be entering the school system in September 2015 and September 2017 respectively. Our current plans and hopes are for them to attend Millgrove Public School so we can keep them in the Millgrove Children's Centre Before and After School programs so they can be familiar with the people they know now as they enter school.

For these 2 very important reasons and for the children of our local community, please keep Millgrove Public School Open!!

Please feel free to contact our family at (905) 690-7135 if follow up is required.

Concerned for the Future of our Children,


Teresa Radke-Glavin



Elementary ACCOMMODATION Review Committee

S.6

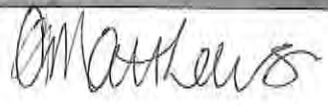

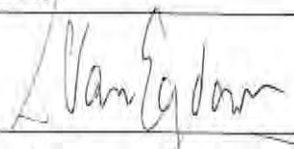
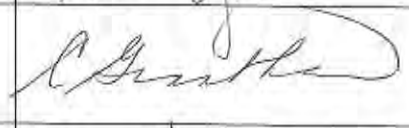
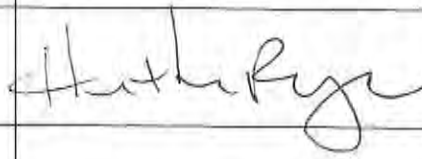

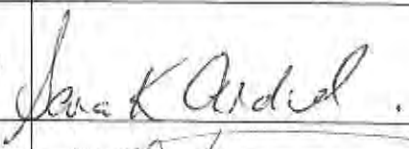

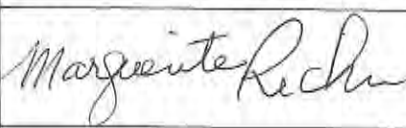




ARC

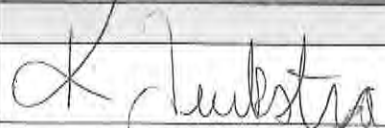
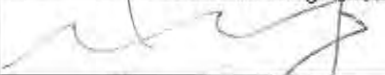

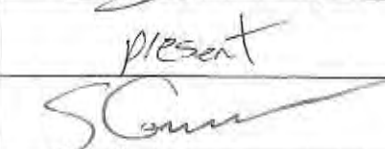


Accommodation Review Committee - West Flamborough Committee Members

Working Group Meeting # 8 - January 29, 2015

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	<i>present</i>
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candice Goodale Home: [REDACTED] E: [REDACTED]	
Beverly Central parent representative from School Council/Home and School	Melissa Slote Home: 905-659-6456 Cell: 905-746-3254 Email: melissa_slote@hotmail.com	<i>M. Slote</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenneuval Home: 519-647-0838 Email: jladevito@hotmail.com	<i>J. Vandenneuval</i>
Beverly Central teaching or non-teaching staff	John Belanger Home: Cell: Email: john.belanger@hwdsb.on.ca	<i>J. Belanger</i>
Beverly Central teaching or non-teaching staff	David Wardell Home: 905-318-8088 Email: david.wardell@hwdsb.on.ca	<i>D. Wardell</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee Cell: 519-658-3250 Email: paintedpromise@hotmail.com	<i>P. Lee</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie Cell: 519-241-0487 Email: momrox39@gmail.com	<i>K. Baillie</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-623-8589 Cell: 519-827-4052 E: [REDACTED]	<i>B. Humphrey</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro Home: Cell: E: [REDACTED]	<i>S. Munro</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire Home: Cell: Email: Shelley.mcguire@hwdsb.on.ca	<i>S. McGuire</i>

Greensville parent representative from School Council/Home and School	Callie Matthews Home: _____ Cell: _____ Email: matthews4@speedway.ca	
Greensville parent representative from School Council/Home and School	Kristin Glasbergen _____ _____	
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: 905-627-6766 Cell: 905-541-6444 Email: svanegdom@cogeco.ca	
Greensville teaching or non-teaching staff	Cairine Grantham Home: 289-389-6603 Email: cairine.grantham@hwdsb.on.ca	
Greensville teaching or non-teaching staff	Heather Ryan Home: 905-730-2000 Email: heather.ryan@hwdsb.on.ca	
Millgrove parent representative from School Council/Home and School	Jessica Dymont Home: _____ Cell: _____ Email: jess_dymont@hotmail.com	
Millgrove parent representative from School Council/Home and school	Sara Ardiel Home: 905-659-5914 Cell: 226-808-5668 Email: sara_ardiel@yahoo.ca	
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: 905-659-3979 Email: Anthony.hunter@invensys.com	
Millgrove teaching or non-teaching staff	Marguerite Richer Home: 905-528-4925 Email: marguerite.richer@hwdsb.on.ca	
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: 905-627-2352 Cell: 905-536-1842 Email: bevans4@cogeco.ca	
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: 905-627-1919 Cell: 905-520-3440 Email: tbrittain@cogeco.ca	
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech _____ _____	
Spencer Valley teaching or non-teaching staff	Rachel Kott Cell: 905-912-1487 Email: rkott1@cogeco.ca	

Non- Voting Representatives		
Area Trustee	Karen Turkstra	
Beverly Central Principal	Doug Dunford	
Dr. John Seaton Principal	Eddie Grattan	
Greensville Principal	Kate Fischer	present
Millgrove Principal	Stewart Cameron	
Spencer Valley Principal	Kim Short	
Planning and Accommodation Resource Staff	Bob Fex	
Administrative Support Staff	Kathy Forde	

**West Flamborough Accommodation Review Committee
Public Consultation Meeting # 1
Wednesday, October 02, 2013
7:30 p.m.**

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Agenda

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

Next Meeting - TBD

All Accommodation Review Committee Meetings are open to the public

**West Flamborough - Accommodation Review Committee
Public Consultation Meeting # 1
Wednesday, October 02, 2013
7:30-9:00 p.m.**

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Minutes

ATTENDANCE

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beech, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Shelley McGuire, Stephanie Munro, Heather Ryan, Melissa Slote, Janine Vandenheuval, Sue VanEgdom, David Wardell

Non- Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Callie Matthews

Non- Voting Members - Nil

Resource Staff

Bob Fex, Ellen Warling, Jackie Penman

Recording Secretary

Kathy Forde

Public - 25 public attendees were present - Beverly Central (6), Greensville (12), Millgrove (6), Spencer Valley (1)

1. Welcome and Introductions

Mag Gardner welcomed everyone to the meeting and provided introductions.

2. Part 1: What is an Accommodation Review

Mag Gardner provided an overview. The Accommodation Review is a process that allows input on the future of a school for decisions that are made based on a broad range of criteria related to the quality of

student learning. Essentially, two accommodation options will be presented to the Board of Trustees: one staff option and one Accommodation Review Committee option. Public input will be essential to enhance, change and adapt to the option that is developed. Consultation is intended to achieve a common understanding of the work ahead. All public comments will be provided to the committee for consideration.

Mandate, membership and meeting norms were highlighted to set the stage for understanding the process. Guidelines have been provided through the Ministry of Education. Meeting dates have been approved and will be posted on the HWDSB website at www.hwdsb.on.ca. Public consultation provides opportunities to share comments and ask questions. The learning environment is essential. Student value will be a priority as factors and criteria are considered.

In June 2013, HWDSB approved a preliminary report to proceed with the West Flamborough accommodation review. Three other reviews were also approved –they include Central Mountain, East Hamilton City 1, and West Glanbrook. The preliminary report outlined the benefits and rationale intended to ensure efficient use of space. The report contains current and long- term enrolments and identifies the need to balance enrolment with capacity to ensure sustainability and provide equity of access to facilities and programs. The report is available on the HWDSB website. From June to September 2013 background material was prepared and committees were formed. Now, from October 2013 to January 2014, the community review phase will take place to develop options and recommend them to the Board of Trustees. From February to May 2014, the final report will be prepared and presented to the Standing Committee, where public delegations will be received for final input. By May 2014, it is expected that a decision will be made by Trustees.

Bob Fex explained the timelines. Public consultation will occur on Wednesday evenings for West Flamborough. Public consultation is intended to gather diverse views. Communication is important.

3. Part 2: Why HWDSB are conducting Accommodation Reviews

Bob Fex indicated that declining enrolment is a common issue throughout the province including HWDSB, which has led to many under-utilized schools. There are approximately 5,000 excess elementary pupil places system(HWDSB) wide. The average size of schools is 250 to 300 students, which equates to a surplus of approximately 20-25 elementary schools. Many schools are small and aging. Provincial funding, which is structured based on enrolment, is a challenge. As a result, we are maintaining and operating the equivalent of 20-25 extra schools of empty space. Status quo is not an option and is reflected in the Board's decision to commence accommodation reviews. The Long Term Facilities Master Plan (LTFMP) was approved in February 2013 and provides the guiding principles for examining our schools.

4. Pupil Accommodation Review Terms of Reference

Bob Fex reviewed the Terms of Reference (ToR) (mandate, membership, operations, meetings, reports, objectives) for common understanding.

5. Part 3: Why an Accommodation Review for West Flamborough

Bob Fex noted that Accommodation Reviews were strategically determined based on a geographical scope across HWDSB. A balance of where planning areas were geographically within the HWDSB jurisdiction was considered to distribute focus and staff resources. The LTFMP Guiding Principles suggests a preferred JK-8 model. The Guiding Principles provide the framework for determining the viability of our schools. The West Flamborough ToR Reference Criteria (facility utilization, accommodation, programs, teaching and learning environments, transportation, partnership opportunities, equity) are the key factors that will be used by committee members in developing an option.

6. Current Situation and Staff Option

Ellen Warling provided an overview. Five schools (Dr. Seaton, Beverley, Greensville, Millgrove, Spencer Valley) are currently under review for West Flamborough. Many of these schools were constructed years ago and are older schools. Enrolment is at approximately 76 percent capacity overall, which means approximately 300 empty seats exist. Since the provincial funding formula is based on enrolment rather than square footage, maintaining empty space in schools becomes inefficient. The process it is about creating better learning environments and improving facilities for our students. It allows us to look at improvements and upgrades for existing facilities. Changes will help to stabilize enrolment and close the funding gap.

The staff recommendation is an option developed by the Board as a starting point. Public input is required to enhance, inform and understand alternate options that will be developed. The recommendation suggests that Beverley Central be consolidated into Dr. Seaton in 2014, and that Greensville be consolidated into Spencer Valley in 2014 with some students shifting to Millgrove. While closure of a couple of buildings is recommended, this direction builds stabilization for all students in the future. A combination of classroom modifications and new construction would be required. Community input will be essential in developing options and solutions for the final recommendation. For clarity, the staff option will be referred to as the administration staff recommendation option.

Public attendees joined Working Group members to discuss concerns. Principals facilitated this interactive session. Comments were captured and will be included as feedback for review by the Working Group.

7. Questions and Answers

Factors / Data

There was further clarification on enrolments – how enrolments are determined, utilization, and declining enrolments, and aging populations by resource staff. The committee discussed programming considerations, financial planning, and the JK-8 model.

School Closure

Discussion/clarification took place regarding transportation and student safety. The committee inquired if the scope of the schools involved could include more schools. Brief discussion of the effects the staff option has on the Waterdown secondary boundary approved last year.

Staff Option

The committee sought clarification around the staff option - how realistic the 2014 closure date of the staff option was. Clarification was provided to the committee on 'who' created the staff option. It was a collective effort between HWDSB department staff including Planning & Accommodation, Capital Projects, and Finance – not included were Trustees. Resource staff explained the staff option was public information and reiterated that that the option was meant as a starting point for the committee process despite being mandated by the Ministry of Education to provide an option. It was stressed to the committee that public input is essential. The committee took the opportunity to voice the possibility of recommending new schools as opposed to renovations.

8. Next Steps

- Next Working Group Meeting # 2 - October 16, 2013 at Millgrove Elementary School
- Next Public Consultation Meeting - November 06, 2013 at Millgrove Elementary School

9. Adjournment

The meeting adjourned at 9:30 p.m.

Handouts

- Agenda
- Presentation
- Administration Staff Accommodation Option

West Flamborough

Accommodation Review Committee

Public Meeting # 1

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Spencer Valley - October 2nd, 2013

Introducing our Accommodation Review Committee (ARC)

Beverly Central

Dr Seaton

Greensville

Millgrove

Spencer Valley

Committee Membership (Section B5, Terms of Reference 2.0)

Voting Members	Non-Voting Members
Two (2) parent representative who are members of School Council and/or Home and School Association from each school	The Trustee(s) of each school(s) under review
One (1) parent representative who is not a member of School Council or Home and School Association from each school	Chair – Superintendent of Student Achievement for school(s) under review
<ul style="list-style-type: none"> • One (1) teaching representative from each school under review; • One (1) non-teaching staff from each school under review 	The Principal from each school under review

- Also available: 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.

Mandate of the ARC

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

Meeting Norms Used by ARC

- 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

Purpose of Public Meetings

“Public meetings are to be structured to encourage an open and informed exchange of views.”

Ministry of Education Pupil
Accommodation Review Guideline

Purpose of the Public Meetings

Four Public Meetings address:

1st: Terms of Reference, Mandate, Process
Preliminary School Accommodation Review
Report and proposed alternative option

2nd: School Information Profile

Four Public Meetings Address....cont'd

3rd: ARC presents its accommodation option/s

4th: ARC presents the draft accommodation report with its interim accommodation recommendations and receive community input. ARC may make changes based on feedback.

Meeting Dates and Timelines

Approve earlier tonight –
Working Group October 16th - @
Millgrove PS
Next Public Meeting – November
6th – Location TBD

We want to hear from you

- **During Presentations:** write comments on sticky notes
- **During Facilitated Sessions:** contribute ideas to the small group. Notes will be included in the minutes.
- **Outside of the Public Meetings:** contact school representatives, on-line submissions, postcards

Keeping the Committee & Community Informed

- All information will be posted on the HWDSB website: www.hwdsb.on.ca
- All public meetings will be advertised
- Working Group & Public Meetings will be held at schools within the planning area. Meeting times are approved by the ARC.
- Working group meetings are open to the public for viewing

Questions of Clarification: Groups

What are your questions about the
Accommodation Review process?

Tonight's Agenda

Part One: What is the Accommodation Review process?

Part Two: Why is HWDSB conducting Accommodation Reviews?

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

What is the Staff Proposed Alternative Accommodation Option?

Part One: What is an Accommodation Review?

What is an Accommodation Review

“...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.”

Ministry of Education Pupil
Accommodation Review Guideline

“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



Timelines



4-8 Working Group
Meetings and 3
Public meetings

- Minimum of 4 Public Meetings
- Working Group Meetings are subject to ARC approval
- Dates approved earlier this evening

Public Consultation: Group Discussions

Facilitated Group Discussion

- This discussion will be 5 - 15 minutes
- Discuss one question at a time
- Write key questions/ideas that come up on the paper provided



Questions of Clarification: Groups

What are your questions about the
Accommodation Review process?

Part Two:

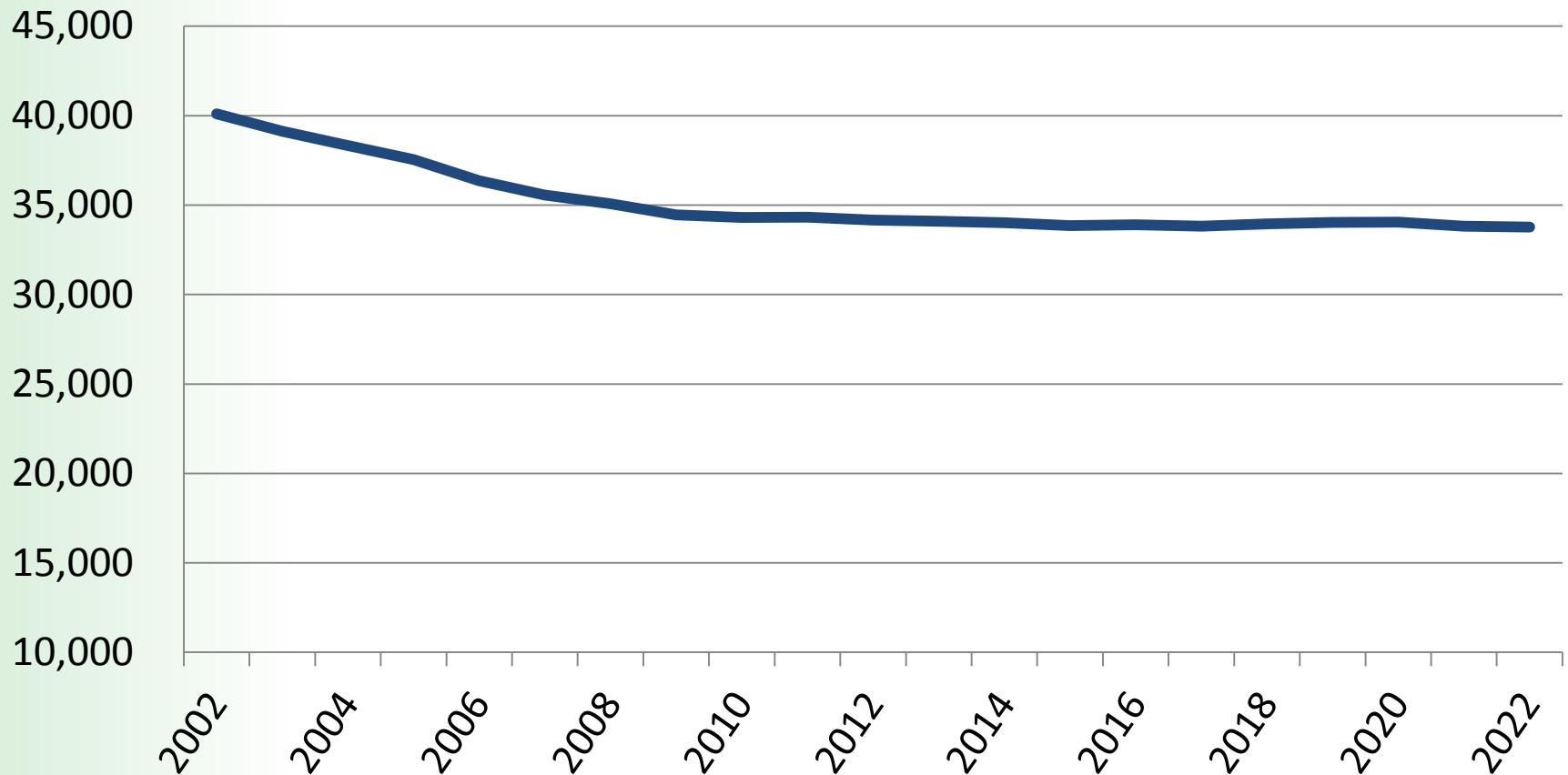
**Why is HWDSB conducting
Accommodation Reviews?**

WHY is HWDSB Undertaking Elementary ARCs

- 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 ARCs
an indication they recognize that the *'status
quo'* is not an option.**

Historic and Projected HWDSB Elementary Enrolment



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

**Preliminary Accommodation Review
Report,
&
Terms of Reference**

Phases of an Accommodation Review



Terms of Reference

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

Reference Criteria

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.

Questions of Clarification

What are your questions as they relate to the data/ information that has been presented in this section?

Facilitated Group Discussion

- This discussion will be 5 - 15 minutes
- Discuss one question/issue at a time
- Write key questions/ideas that come up on the paper provided



**Part Three: Why is an Accommodation
Review needed
In West Flamborough?**

Why West Flamborough?

- LTFMP Guiding Principles
 - Current and projected underutilization
 - Smaller schools consolidation possibilities
 - School/grade organization of JK-8
 - Examined middle school/senior school model
- Geography – 4 Accommodation Reviews

Long Term Facility Master Plan Guiding Principles

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

LTFMP Guiding Principles (cont'd.)

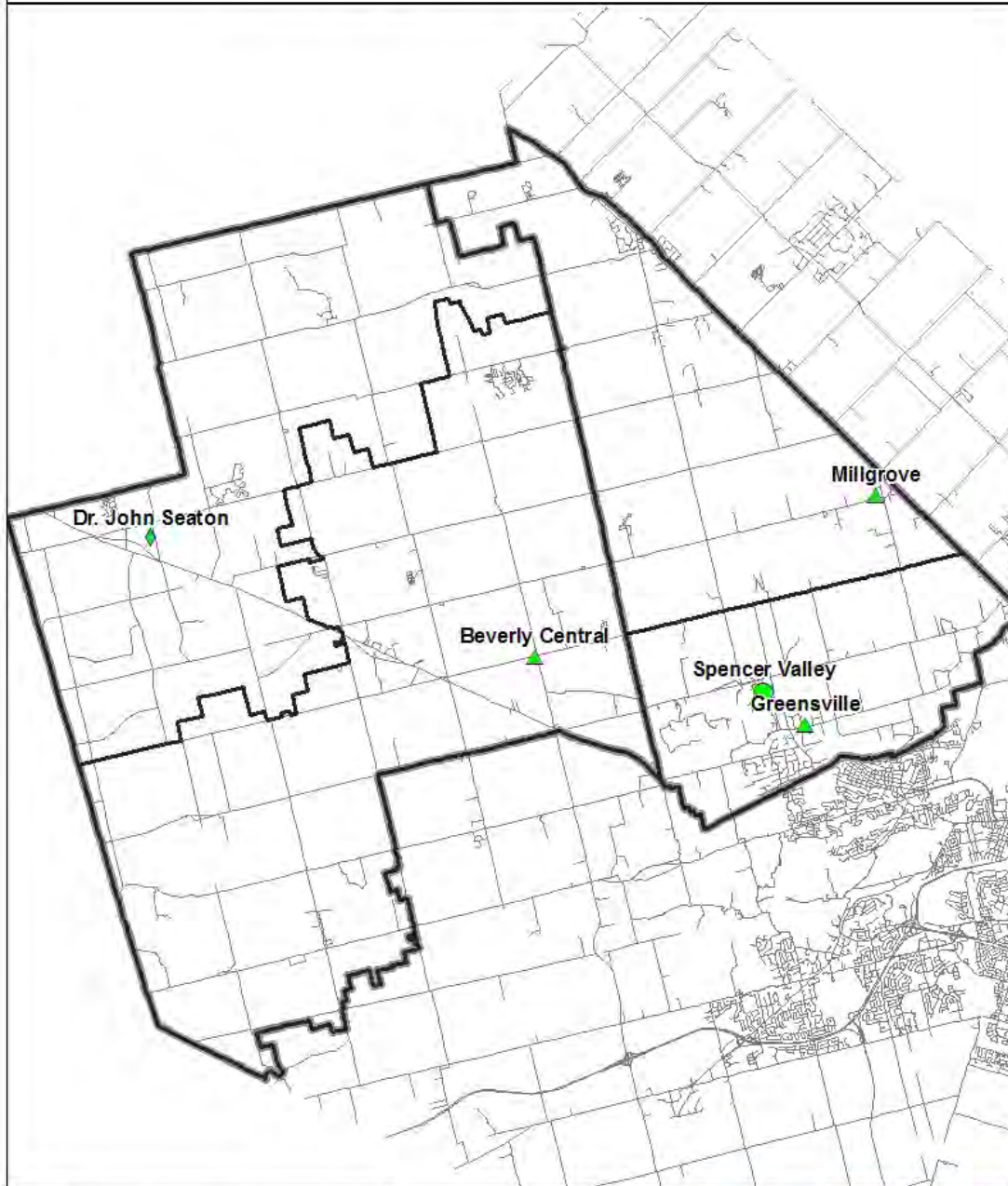
5. School facilities meet the needs of each of our students in the 21st century (*Education in HWDSB, 2011*)
6. Accessibility will be considered in facility planning and accommodation (*Accessibility (Barrier-Free) "Pathways" Policy, 1999*)
7. School facilities provide neighbourhood and community access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



LTFMP Guiding Principles (cont'd.)

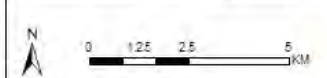
9. Specific principles related to the elementary panel:

- 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

Current Situation and Staff Alternative Accommodation Option



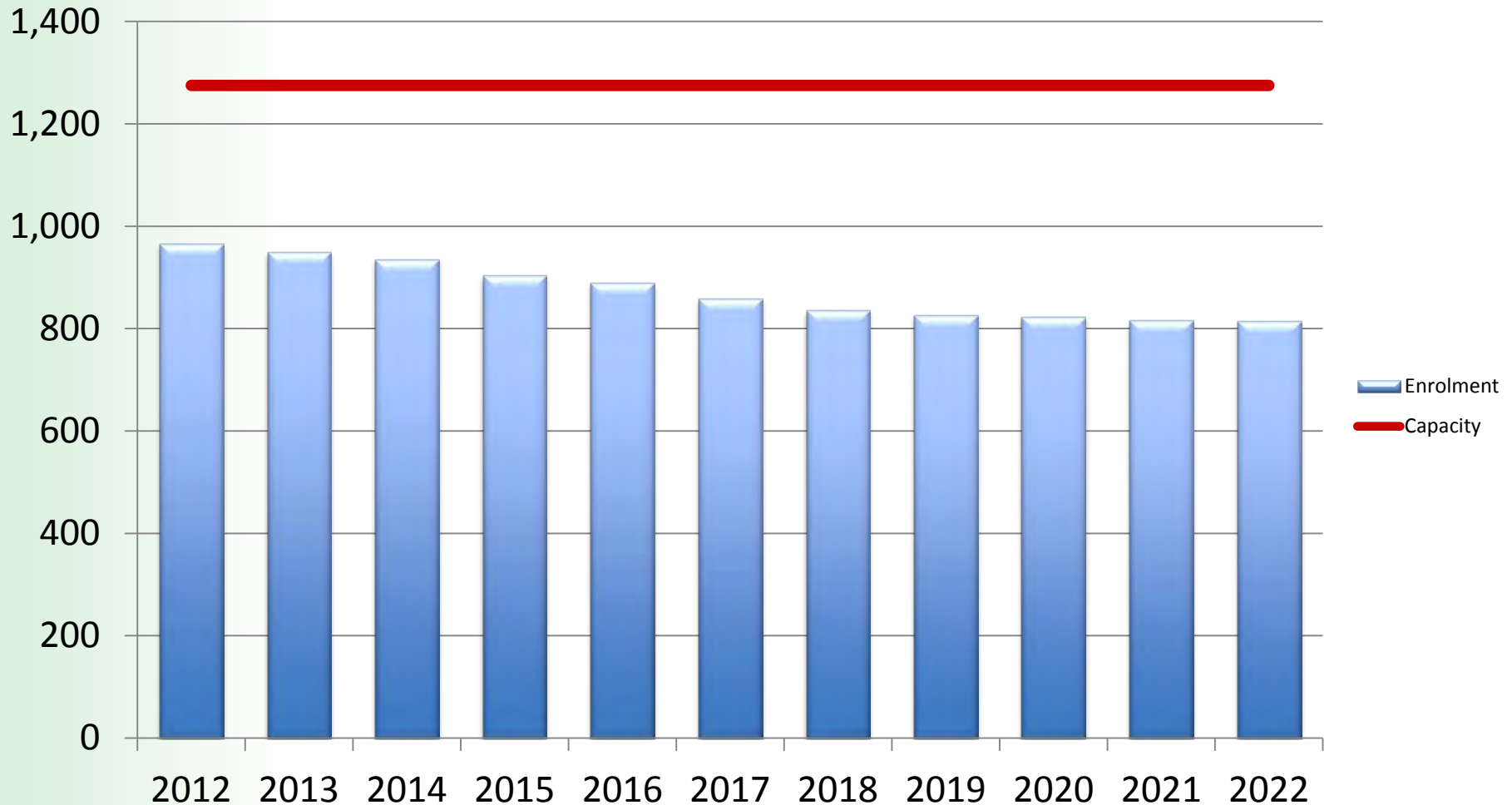
 Current Elementary Boundary
 Current 6-8 Boundary



Current Enrolment

School	Year of Construction	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)	Current FCI	10 year FCI
Beverly Central (JK-5)	1959	230	166 (72%)	138 (60%)	135 (59%)	49%	54%
Dr Seaton (JK-8)	1968	348	243 (70%)	204 (59%)	189 (54%)	34%	40%
Greensville (JK-5)	1885	222	197 (89%)	172 (77%)	166 (75%)	132%	162%
Millgrove (JK-5)	1914	227	183 (81%)	174 (76%)	167 (73%)	25%	32%
Spencer Valley (6-8)	1968	248	177 (71%)	171 (69%)	158 (64%)	42%	57%
TOTAL		1,275	966 (76%)	858 (67%)	815 (64%)		

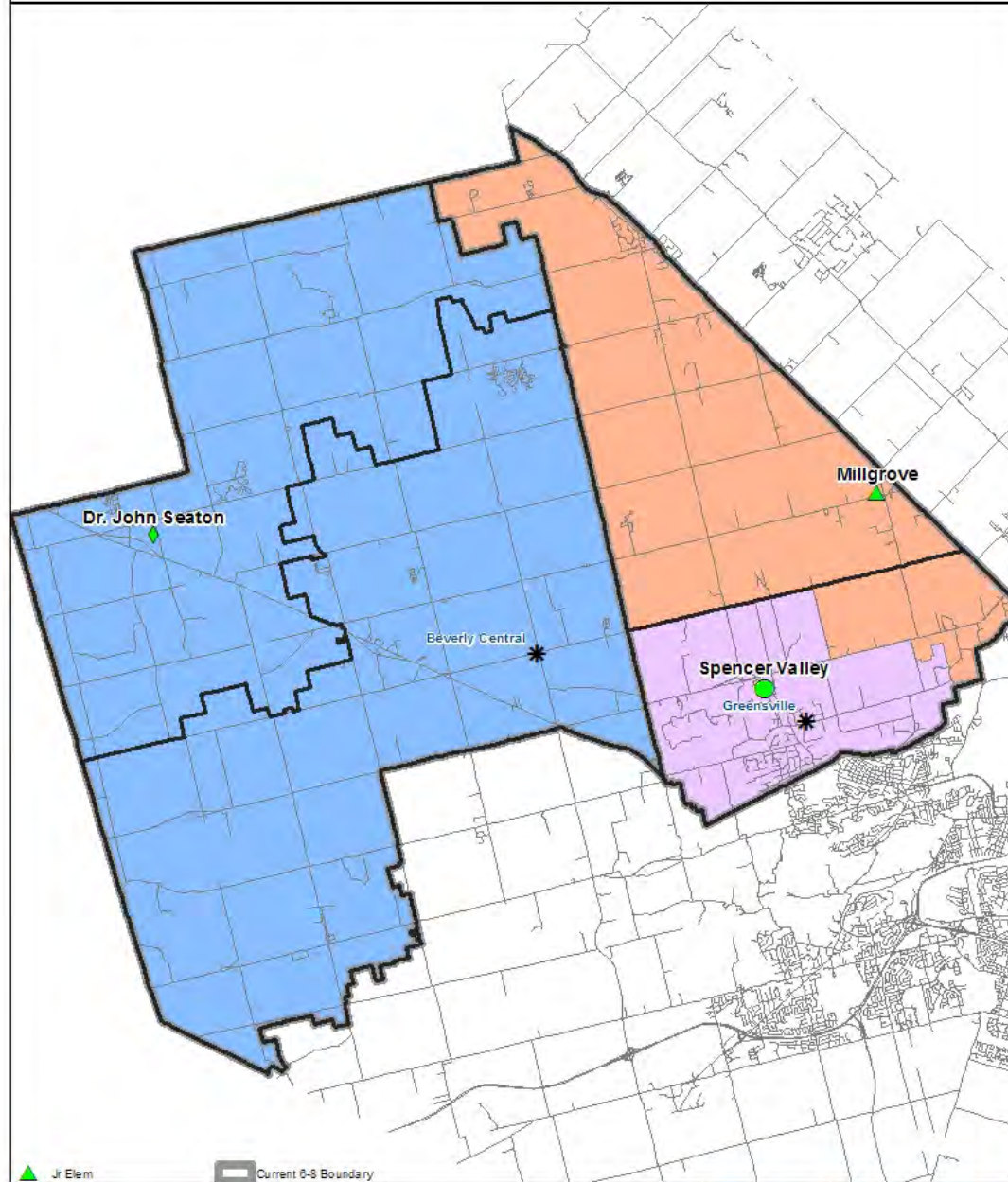
West Flamborough Current Enrolment



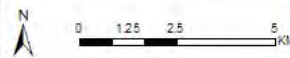
Staff Alternative Accommodation Option

What is the significance of this staff option?

- Is meant as a starting point and initiates the process for the committee to create option and/or inform the final staff option
- The final Staff option and the ARC option will be presented to Trustees for their consideration



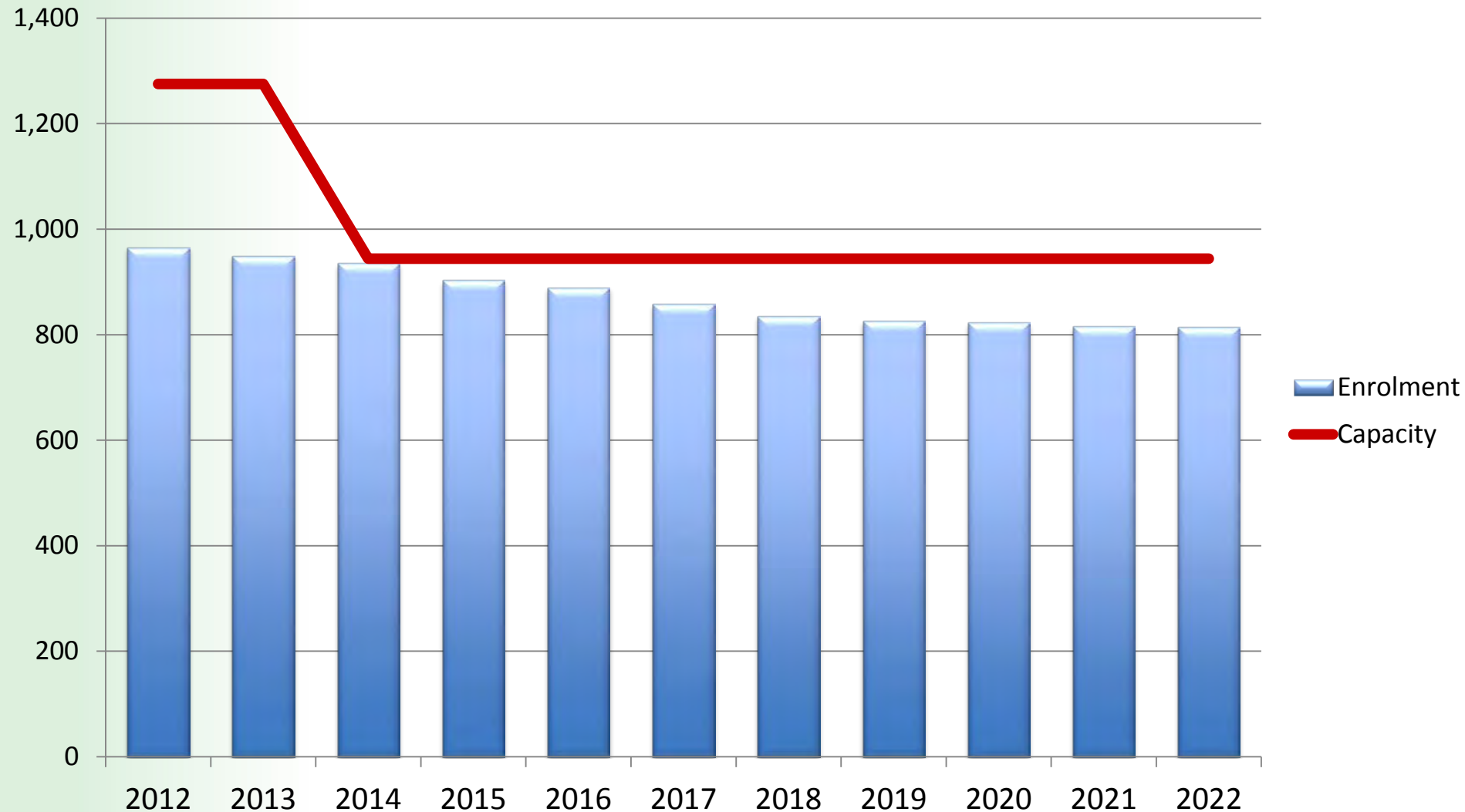
-  Jr Elem
-  Elementary
-  Closed
-  Middle School
-  Current Elementary Boundary
-  Current 6-8 Boundary
- Proposed Boundary**
-  Millgrove
-  Spencer Valley
-  Dr. John Seaton



Staff Option Enrolment

School	2012 OTG	2012 Enrolment (Utilization)	2017 Enrolment (Utilization)	2022 Enrolment (Utilization)
Beverly Central (JK-5)	-	166 (72%)	-	-
Dr Seaton (JK-8)	348	243 (70%)	341 (98%)	324 (93%)
Greensville (JK-5)	-	197 (89%)	-	-
Millgrove (JK-5)	227	183 (81%)	194 (86%)	186 (82%)
Spencer Valley (JK-8)	369 (2014)	177 (71%)	323 (87%)	305 (83%)
TOTAL	944	966 (76%)	858 (91%)	815 (86%)

West Flamborough Staff Option Enrolment



West Flamborough Staff Option

- **Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014**
 - Estimated need to modify an existing classroom into a Kindergarten space
- **Consolidate Greensville and Spencer Valley into Spencer Valley in 2014**
 - The south-east portion of Greensville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition

Consultation

What are your questions/ideas as they relate to:

- **Data Presented Regarding West Flamborough**
- **Recommended Staff Option?**

Facilitated Group Discussion

- This discussion will be 15-30 minutes
- Discuss one question/issue at a time
- Write key questions/ideas that come up on the paper provided



**Next Working Group Meeting:
October ?th at ?**

Next Public Meeting: ?

West Flamborough Staff Recommendation Summary

- **Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014**
 - Estimated need to modify and existing classroom into a Kindergarten space
- **Consolidate Greensville and Spencer Valley into Spencer Valley in 2014**
 - The south-east portion of Greensville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition

** 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
Beverly Central	230	166	164	0	0	0	0	0	0	0	0	0
		72%	71%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Dr. John Seaton	348	243	225	380	364	356	341	327	323	323	316	324
		70%	65%	109%	105%	102%	98%	94%	93%	93%	91%	93%
Greensville	222	197	194	0	0	0	0	0	0	0	0	0
		89%	88%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	198	192	197	194	199	190	189	188	186
		81%	79%	87%	85%	87%	86%	88%	84%	83%	83%	82%
Spencer Valley	369	177	189	358	348	337	323	310	314	312	313	305
		71%	76%	97%	94%	91%	88%	84%	85%	85%	85%	83%
Total	1,396	966	950	936	904	890	858	835	826	823	815	815
		69%	68%	99%	96%	94%	91%	88%	88%	87%	86%	86%

Capacity 2014

944

- Consolidate Beverly Central and Dr. Seaton into Dr. Seaton in 2014
 - Estimated need to modify and existing classroom into a Kindergarten space
- Consolidate Greensville and Spencer Valley into Spencer Valley in 2014
 - The south-east portion of Greensville current JK-5 boundary to be assigned to Millgrove.
 - Estimated need to modify 2 existing classrooms into Kindergarten spaces
 - Estimated need of 3 new classroom construction addition

West Flamborough Staff Option by Grade

T.1d K.2

Beverly Central	OTG: 230												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	13	27	17	25	28	31	20	0	0	0	5	166	72%
2013	19	13	26	17	25	28	31	0	0	0	5	164	71%
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	0	0	0	0	0	0	0	0	0	0	0	0	0%
2018	0	0	0	0	0	0	0	0	0	0	0	0	0%
2019	0	0	0	0	0	0	0	0	0	0	0	0	0%
2020	0	0	0	0	0	0	0	0	0	0	0	0	0%
2021	0	0	0	0	0	0	0	0	0	0	0	0	0%
2022	0	0	0	0	0	0	0	0	0	0	0	0	0%

Dr. John Seaton	OTG: 348												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	9	11	14	12	21	17	22	48	40	49	0	243	70%
2013	12	10	11	14	12	22	15	42	48	39	0	225	65%
2014	31	32	22	38	31	38	48	46	42	47	5	380	109%
2015	31	32	31	23	38	32	37	48	46	41	5	364	105%
2016	31	33	32	33	23	39	31	37	48	46	5	356	102%
2017	31	33	32	33	33	23	37	31	37	47	5	341	98%
2018	31	33	32	33	33	33	22	37	31	36	5	327	94%
2019	32	32	32	33	33	34	32	23	38	31	5	323	93%
2020	32	32	31	33	33	34	32	32	23	37	5	323	93%
2021	32	32	31	32	33	33	32	32	32	22	5	316	91%
2022	32	32	31	32	32	33	32	32	32	31	5	324	93%

Greenville	OTG: 222												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	24	27	25	31	24	38	28	0	0	0	0	197	89%
2013	25	24	28	24	31	24	38	0	0	0	0	194	88%
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	0	0	0	0	0	0	0	0	0	0	0	0	0%
2018	0	0	0	0	0	0	0	0	0	0	0	0	0%
2019	0	0	0	0	0	0	0	0	0	0	0	0	0%
2020	0	0	0	0	0	0	0	0	0	0	0	0	0%
2021	0	0	0	0	0	0	0	0	0	0	0	0	0%
2022	0	0	0	0	0	0	0	0	0	0	0	0	0%

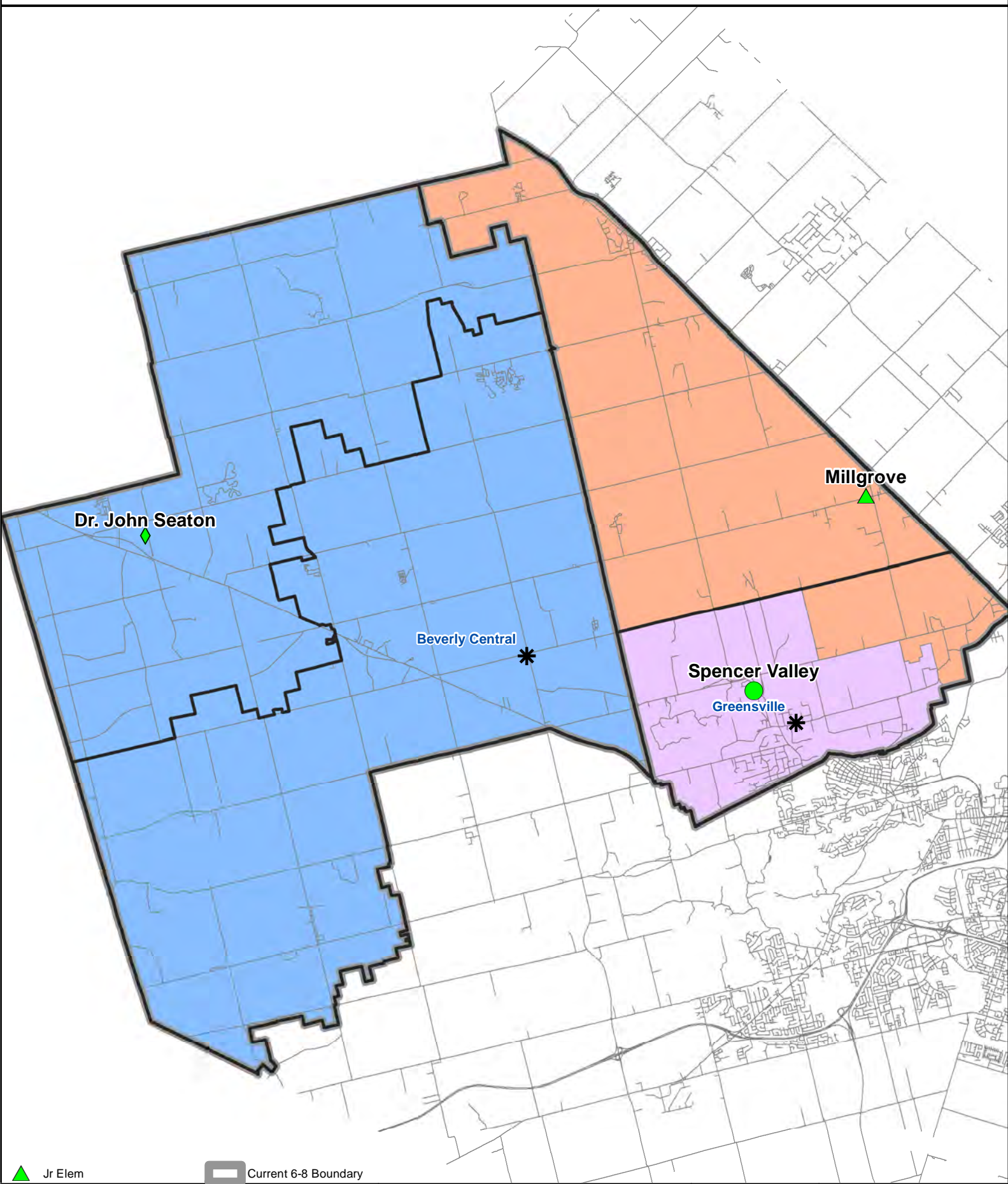
West Flamborough Staff Option by Grade

T.1d K.2

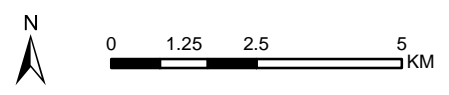
Millgrove	OTG: 227												
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	36	20	26	20	30	25	26	0	0	0	0	183	81%
2013	25	33	19	26	20	30	25	0	0	0	0	178	79%
2014	28	28	34	22	30	22	33	0	0	0	0	198	87%
2015	28	28	27	34	22	30	22	0	0	0	0	192	85%
2016	28	28	27	27	34	22	30	0	0	0	0	197	87%
2017	28	28	27	27	27	34	22	0	0	0	0	194	86%
2018	28	28	27	27	27	27	34	0	0	0	0	199	88%
2019	27	28	27	27	27	27	27	0	0	0	0	190	84%
2020	27	27	27	27	27	27	27	0	0	0	0	189	83%
2021	27	27	26	27	27	27	27	0	0	0	0	188	83%
2022	27	27	26	26	27	27	27	0	0	0	0	186	82%

Spencer Valley	OTG: 248		369										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	0	0	0	0	0	0	0	64	55	43	15	177	71%
2013	0	0	0	0	0	0	0	54	64	55	15	189	76%
2014	22	22	22	23	20	29	21	63	54	64	15	358	97%
2015	22	22	23	21	23	20	29	54	63	54	15	348	94%
2016	23	23	21	22	21	24	20	52	55	64	15	337	91%
2017	23	23	21	20	22	21	24	50	52	55	15	323	88%
2018	23	23	21	20	20	22	21	46	50	52	15	310	84%
2019	23	23	21	20	20	20	22	55	46	50	15	314	85%
2020	23	23	21	20	20	20	20	49	55	46	15	312	84%
2021	23	23	21	20	20	20	20	47	49	55	15	313	85%
2022	23	23	21	20	20	20	20	47	47	49	15	305	83%

Totals	OTG: 1,275		944										
	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Utilization
2012	82	85	82	88	103	111	96	112	95	92	20	966	76%
2013	82	80	83	81	88	104	110	96	112	94	20	950	75%
2014	82	83	78	83	81	89	102	110	96	111	20	936	99%
2015	82	83	81	78	83	82	88	102	110	96	20	904	96%
2016	82	83	79	81	78	84	81	89	103	109	20	890	94%
2017	82	83	79	80	81	78	83	81	89	102	20	858	91%
2018	82	84	80	80	80	82	78	83	81	88	20	836	89%
2019	81	83	80	80	80	80	81	78	83	81	20	827	88%
2020	81	82	79	80	80	81	79	81	78	83	20	823	87%
2021	81	82	78	79	80	80	79	79	81	77	20	816	86%
2022	81	82	78	78	79	80	79	79	79	80	20	815	86%



	Jr Elem		Current 6-8 Boundary
	Elementary	Proposed Boundary	
	Closed		Millgrove
	Middle School		Spencer Valley
	Current Elementary Boundary		Dr. John Seaton



Accommodation Review Committee- West Flamborough
Committee Members

Public Consultation Meeting # 1 - October 02, 2013

Please sign-in and update any necessary information

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	
Voting Members		
Beverley Central parent representative from School Council/Home and School	Candace Goodale Home: Cell: Email:	
Beverley Central parent representative from School Council/Home and School	Melissa Slote Home: Cell: Email:	
Beverley Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenheuval Home: Cell: Email:	
Beverley Central teaching or non- teaching staff	John Belanger Home: Cell: Email: john.belanger@hwdsb.on.ca	
Beverley Central teaching or non- teaching staff	David Wardell Home: Cell: Email: david.wardell@hwdsb.on.ca	
Dr. John Seaton parent representative from School Council/Home and School	Tania Bell Home: 519-658-3250 Cell: Email: pointedpromise@hotmail.com	
Dr. John Seaton parent representative from School Council/Home and School	Karen Baille Home: 519-241-0487 Cell: Email:	
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey Home: 519-827-4052 Cell: Em [REDACTED]	
Dr. John Seaton teaching or non- teaching staff	Stephanie Munro Home: Cell: Em [REDACTED]	
Dr. John Seaton teaching or non- teaching staff	Shelley McGuire Home: Cell: Email: Shelley.mcguire@hwdsb.on.ca	
Greenville parent representative from School Council/Home and	Callie Matthews Home: Cell:	

School	Email: matthews4@speedway.ca	
Greensville parent representative from School Council/Home and School	Kristin Glasbergen Home: [REDACTED] Cell: [REDACTED]	
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom Home: [REDACTED] Cell: [REDACTED] Email: svanegdom@cogeco.ca	
Greensville teaching or non-teaching staff	Cairine Grantham Home: [REDACTED] Cell: [REDACTED] Email: cairine.grantham@hwdsb.on.ca	
Greensville teaching or non-teaching staff	Heather Ryan Home: [REDACTED] Cell: [REDACTED] Email: heather.ryan@hwdsb.on.ca	
Millgrove parent representative from School Council/Home and School	Jessica Dymment Home: [REDACTED] Cell: [REDACTED] Email: jess_dyment@hotmail.com	
Millgrove parent representative from School Council/Home and School	Sara Ardiel Home: [REDACTED] Cell: [REDACTED] Email: sara_ardiel@yahoo.ca	
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter Home: [REDACTED] Cell: [REDACTED] Email: Anthony.hunter@invensys.com	
Millgrove teaching or non-teaching staff	A Home: [REDACTED] Cell: [REDACTED] Email: [REDACTED]	
Spencer Valley parent representative from School Council/Home and School	Colleen Evans Home: [REDACTED] Cell: [REDACTED] Email: bevans4@cogeco.ca	
Spencer Valley parent representative from School Council/Home and School	Tania Brittain Home: [REDACTED] Cell: [REDACTED] Email: tbrittain@cogeco.ca	
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech Home: [REDACTED] Cell: [REDACTED]	
Spencer Valley teaching or non-teaching staff	Rachel Kott Home: [REDACTED] Cell: [REDACTED] Email: rkott1@cogeco.ca	
Non- Voting Representatives		
Area Trustee	Karen Turkstra	
Jeverly Central Principal	Doug Dunford	
Dr. John Seaton Principal	Eddie Grattan	
Greensville Principal	Kate Fischer	



Elementary ACCOMMODATION Review Committee

T.1e

ARC

Millgrove Principal	Stewart Cameron	
Spencer Valley Principal	Kim Short	
Planning and Accommodation Resource Staff	Bob Fex	
Administrative Support Staff	Kathy Forde	

- | | |
|-------------------------|---------------------------------|
| Tracey Carr | Greensville |
| Teresa Noack | Beverly Central + Seaton |
| Shauna Topp | Beverly Central + Seaton |
| Meredith Bourne | Greensville |
| Nancy Ruth | Greensville |
| Amy Nilsson | Beverly Central |
| Denise Clark Combs | Beverly Central |
| Thicia Waldman | Millgrove |
| DANIEL KREUGER | GREENSVILLE |
| Buket Neup | Millgrove |
| Nuket Uzun | Millgrove |
| Tania + Scott Grunewald | Greensville |
| Ramona Jerome | Spencer |
| Er Post | Millgrove |
| Becky Miller | Greensville |
| Marsha Schueman | Beverly Central |
| Suzanne Whidden | Greensville |
| ROB VANDERBOOM | MILLGROVE |
| Christine Tew | Greensville |
| Cindy Goodes | Greensville |
| Josie Kerr | |
| Wendy Teal | The Millgrove Children's Centre |
| Jessica Norris | Beverly Central |
| MIKE CAMPBELL | GREENSVILLE |

**West Flamborough Accommodation Review Committee
Public Consultation Meeting # 2A
Wednesday, November 6, 2013
6:00 p.m.**

**Millgrove Elementary School
375 5th Concession West, Millgrove, ON**

Agenda

1. Welcome and Introductions
2. Accommodation review summary
3. Overview of accommodation review process
4. Where the committee is in the process
5. Committee guiding principles
6. School information profiles (SIP)
7. Group discussions
8. Next Steps

**West Flamborough - Accommodation Review Committee
Public Consultation Meeting # 2A
Wednesday, November 06, 2013
6:00-9:00 p.m.**

**Millgrove Elementary School
375 5th Concession West, Millgrove, ON**

Minutes

ATTENDANCE

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beech, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Shelley McGuire, Stephanie Munro, Marguerite Richer, Heather Ryan, Melissa Slote, Sue VanEgdom, David Wardell

Non- Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Kim Short, Karen Turkstra

Regrets

Voting Members - Callie Matthews, Janine Vandenheuval

Non- Voting Members - Eddie Grattan

Resource Staff

Bob Fex, Ellen Warling, Jackie Penman

Recording Secretary

Kathy Forde

Public - 33 public attendees were present - Beverly Central (9), Dr. John Seaton (2), Greensville (11), Millgrove (7), Spencer Valley (2), Other (2)

1. Welcome and Introductions

Sara Ardiel welcomed everyone to the meeting. Committee members and facilitators introduced themselves. An outline of the meeting format was provided. Sara Ardiel, Kristin Glasbergen and Candice Goodale would facilitate the meeting.

2. Accommodation Review Summary

The meeting was intended to provide an overview of the work completed and an opportunity to gather further public feedback. Input will assist in developing a common recommendation. Meeting norms were reviewed. A positive and respectful environment is important for sharing ideas and moving forward.

3. Overview of Accommodation Review Process

The mandate of the Accommodation Review Committee is to study, report and provide recommendations. Structure of the committee membership was reviewed. As part of the Terms of Reference, Reference Criteria has been provided as guiding principles for developing recommendations (facility utilization, permanent and non-permanent accommodation, program offerings, quality teach and learning environments, transportation, partnership opportunities, equity). West Flamborough schools are involved in the review due to declining enrolment, underutilized schools, aging schools and limited provincial funding. In 2012, there were approximately 200 empty pupil places leaving schools underutilized.

4. Where the Committee is in the Process

From October 2013 to January 2014, the community review phase takes place through a series of Working Group and Public Meetings to develop recommendations. By February 2014, the final report will be formulated and presented to the Board. By May 2014, Trustees are expected to make a final decision. Since the last Public Meeting, committee members have reviewed and approved the SIPs, toured three of five schools and created guiding principles. Data gathered at the first Public Meeting has been examined. A fifth Public Meeting has been added to provide equity among the five schools under review.

5. Committee Guiding Principles

After reviewing feedback from the first Public Meeting, an additional four guiding principles were developed based on common themes.

- **Program Offerings** - programs to support high values and specialty rooms such as arts, music, computer rooms, science labs
- **Transportation** - efficient bus routes, organization of riding times, 60-minute guideline is being stretched and should perhaps be reviewed - inclement weather, buses on road, etc. to be considered
- **Resources** - current resources such as playground equipment, library books, Smartboards, computer equipment, science labs should travel with the kids who transfer to new schools especially where resources were acquired through fundraising - need to ensure teachers at new schools are adequately trained - need to ensure resources are available to cover costs for Smartboard installations
- **21st Century Learning** - Technology needs, learner needs, infrastructure, shared spaces - need to ensure power supply and internet system can accommodate extra students especially when class times overlap and high usage occurs

6. School Information Profiles (SIPs)

As required by the Ministry, profiles were assembled by HWDSB staff. The intent is to help committee members get a better understanding of each school and to provide a foundation for discussions. SIPs cover fourteen sections of data. Information is related to enrolment and available space, administrative and operational costs, condition of school, space to support student learning and child care, program offerings, extracurricular activities, school grounds and physical activity, accessibilities for students with disabilities, location regarding transportation and out-of-catchment students, EQAO, location of school within community, community use of schools, schools as a local employer and community partnerships. SIP details have been examined, amended and approved by the committee. Handouts were provided and notification was given that the SIPs will be available on the HWDSB website.

7. Group Discussions

The floor was open for comments. Two questions were also presented to gather feedback on the guiding principles and items of key importance for creating an ideal elementary learning facility. Input is noted below. Additional comments captured on flip charts by facilitators are attached.

Question 1: Do the presented guiding principles make sense to the group? What are the themes or main ideas that haven't yet been captured that are important for us to know?

- Timelines
- The ARC covers a big geographical area so may need two solutions
- Aging facilities - a new facility on Seaton site because you will never get what you need from renovations for future generations
- When filling schools need to consider equal distances for both north and south kids
- Must be mindful of special needs students who travel far distances to special classes
- Need to be mindful of the word "propose" and use it in the correct context
- Equity - as a rural parent just good enough is not acceptable - it is perceived that rural residents are getting second best - rural communities present different issues
- Boundaries - open up - Queen's Rangers is not included - some families trying to come to Beverly Central were not accepted so perhaps a boundary change should be considered to permit transfers
- Transitions - reduce the number of transitions for all students - concern with the number of transitions for kids and especially for families who have kids going to different schools - a grandfather clause should be considered - place students into Waterdown feeder schools for easier transition - amalgamate schools to reduce transitions

Question 2: In creating an ideal elementary learning facility, what consideration do you feel are most important?

- Add French Immersion to make a school more valuable and change the catchment areas
- Keep kids together
- Create a state-of-the-art facility so that people will want to come to this area when numbers are down

- Let's be more efficient - let's get the grants and put solar panels on the roof

Comments

School Information Profiles (SIPs)

Accuracy of SIP data is a concern. Information submitted twice to the Principal at Dr. J. Seaton since September seems to be missing. The final version will be reviewed for accuracy.

Enrolment

Millgrove enrolment numbers are negatively impacted by FDK. Seven families who live out of catchment were denied enrolment in September. Under the out-of-catchment policy, the Board is funded for a certain number of placements when implementing FDK so could not exceed the grant received. Denial for out-of-catchment is due to FDK this year.

Data

Facts and numbers have not been audited so the level of confidence for making a responsible decision is a concern. The idea of a third party audit for costs and enrolment was suggested. In response, it was noted that the work is an evolving process. The intent of the Public Meeting was to gather further input not to make an immediate decision. The SIPs are one-dimensional and needed further review and input.

There appears to be no verification of data projections. Public members wondered if algorithms were used as there seems to be significant differences between numbers. It was questioned if real estate and development data was included, and what would happen to the wells. Growth in Waterdown is a concern. In response, it was noted that historic enrolment from 2008 onward was used. Every October another dataset goes into the calculated projections. Development is reviewed at least twice a year. There is not a lot of development in this community. Development in Waterdown did not happen as quick as expected due to the economy slowing down in the mid to late 2000's.

Documentation that assesses the reliability and validity of ongoing projected enrolment was requested. Data used and assumptions behind the data will be provided.

Concerning projected enrolment and community populations, since this area is only three miles away from a community that has quadrupled, what is to say that this side will not grow too? Confidence around future enrolment and development is important. We do not want to be back here in 10 years. The impact of development around Clapison Corner must be considered. We could have an over abundance of kids. Because the Niagara Escarpment Commission starts at Hwy 6, people do not think development will happen but there is knowledge that we are not that far off.

FCI

Clarification of the FCI was requested. In response, the FCI was defined as a percentage of the estimated replacement value and deferred maintenance items listed for a school. The Capital Projects division of the

Facilities Management Department maintains a database that applies a dollar value on all items in all schools.

The septic system at Dr. J. Seaton is original and is a concern. A safe environment is needed. Toilets need to be flushed. All the schools are old. A history of the facilities and infrastructure was requested. Noted.

School Closure

Closure of Greenville is a concern. In response it was note that the staff recommendation is only a proposal - it is one dimensional. The Working Group has no schools on the chopping block. No decisions have been made. Process is important.

Renovations

Asbestos in all facilities is a concern.

Since all buildings are aging and enrolment is dropping, costs for renovations versus a new building must be carefully considered along with ongoing costs. Costing needs to be accurate. In comparison for example, when deciding between buying a new house versus building an addition, absolute numbers are needed. Whoever in the Board provides these numbers should be held accountable. In response it was noted that specific costs are not available until options are identified to base numbers upon.

New School

The idea of building a super school was raised. Although it was noted that obtaining a septic permit for 600 people may be difficult in a rural setting, it was also noted that getting a septic system is not that hard if you have the right property. A parent mentioned that since Director John Malloy noted HWDSB does not build "super schools" we should be mindful of language.

Having a new school would be great but the architect would need to be identified. Parents want a great environment for their children. Let's build something better and more efficient. Let's build a south facing building with better walls.

To get funding to build a new school, parents wondered if a certain size of acreage was needed. Approximately one acre of land is dedicated for 100 students based on Ministry guidelines but there is no set size specifically for building a new school.

An opportunity for a community centre was raised noting that the Beverly arena is at maximum use. Abutting farmland could perhaps be considered. Community partnerships should be considered. In response, it was noted that partnerships should be considered where facilities already exist. Playing fields could perhaps be shared.

Equipment

Computer labs and updated technology will be important. Perhaps businesses can donate money or computers or iPads to the schools.

Transition

Transition to high school must be considered. In response it was noted that pathways are part of the process to ensure smooth transition.

Boundaries

Boundary changes are a concern. Parents prefer to keep kids together in their communities.

Transportation

Boundaries as related to transportation are a concern.

Programming

It would be nice to introduce a French Immersion path to a nearby high school.

Community Impact

It will be important to consider the potential impact on the local community and economy. Some families purposely bought a house near a school. Community impact is important and must be considered. The longevity of generations and the importance of community were recognized.

Information

It was recommended that a suggestion box be provided for comments. In response, a suggestion box will be provided at the next meeting. All correspondence is reviewed by the Working Group. Comments can be anonymous. Feedback is important.

Another outlet for getting information out is needed as everyone is not connected to school council nor has Internet. Many parents drive their kids to other schools for programming so information should be posted in those schools and libraries. In response it was noted that the public can working through their ARC committee member. Information is powerful. The ARC is an unusual process than does not occur often. It will be important to ensure that through this process there is trust. Committee members are the public representatives and need the feedback to develop a recommendation. Mag Gardner will commit to working with school leaders to get information out to the public in different ways. Committee members are doing their best with the information that is available.

Process

The timeline is an issue. To think that in June a school may close is too quick. More time is needed to absorb the information. In response it was noted that the timeline for the ARC is mandated. A number of ARCs are underway. The Ministry stipulates the minimum number of meetings required and provides time for the Trustees to deliberate. The process necessitates the need to develop a recommendation within the

timelines provided which is the norm throughout the province. A timeline can be included as part of the recommendation that is developed.

We are here is because there is an inefficiency but how do we ensure that the recommendation put forth is feasible and financially possible. We do not want spend all this time contemplating an option then end up with nothing. It was noted that the Master Plan looks at subdivisions in phases. There can be no proposed changes to the urban boundary until the infrastructure catches up. The bypass has implications. Waterdown is an anomaly. Development is defined as six to 20 homes. After 6 homes an environmental assessment is needed due to wells and septic. Looking for property to build a school is difficult. Careful thinking is essential. Let's not make a mistake. When the committee starts to formulate a recommendation, deferred maintenance cost savings will be considered. The Board only gets approximately \$8M per year for maintaining facilities so we are hard pressed. Money is allocated for school maintenance based on criteria. If schools are closed, more maintenance funds will be available. Costing for renovations must carefully be determined. New builds are requested through a different process based on a business case and are processed in stages.

How quickly can the Board actually design and build a significant addition? We do not want kids to go to a school that is not ready. Can timelines be extended to allow students to stay put until a facility or renovation is complete? In response it was noted that the FDK initiative has been a mass implementation so significant changes are manageable. The Working Group will need to consider dates and boundaries as the recommendation is developed. We need a solution that will best suit all students. We need to consider what is good for students as a whole. Trustees may not accept the staff recommendation or Working Group recommendation and could possibly blend the two.

8. Next Steps

Public input is essential for moving forward. Every voice is valued. Decisions will be determined collectively. All concerns and items of interest will be taken into advisement at the next Working Group meeting. The staff option does not impact the option that is being developed. The recommendation that is developed will be presented to Trustees along with the staff option so trustees may choose one or the other or merge the best of both. Mag Gardner expressed appreciation to the committee members who facilitated the session.

- At the next two Working Group Meetings the committee will formulate options
- At Public Meeting # 3 options will be shared
- Any further ideas can be shared with committee members or at arcinfo@hwdsb.on.ca
- **Next Working Group Meeting # 4 (6:00-7:30p) - Nov 13, 2013 - Beverly Central Elementary School**
- **Next Public Meeting # 2B - Nov 13, 2013 (7:30-9:00p) - Beverly Central Elementary School**

9. Adjournment

The meeting adjourned at 9:00 p.m.

Handouts

- Agenda
- Presentation
- School Information Profiles
- Guiding Principals

Feedback on Guiding Principals

Facility

- Age of structure - septic tanks, roof, etc.; wells, history of maintenance; HVAC, etc.; history of infrastructure
- Concerns regarding asbestos
- Important to have updated technology
- Catchment transition (pathways) ex. Keeping students together from elementary to secondary

New Facility

- Can old schools be repaired or added on to
- What are the costs of “mothballing” the unused properties
- Request to expand timelines to give longer time for looking at data and to consider new ideas such as “super schools”
- Cost of new facility versus cost of renovating
- Make numbers available to the public - know where numbers come from – absolute numbers
- Take into account possible growing neighbourhoods
- When does financing come into play
- If it takes five months to renovate a school why not wait longer to see how enrolment changes
- One large school is not possible in rural area due to septic systems

Data

- Third party audit
- Projected enrolment where do numbers come from
- Sharing of data with public
- Does data take into account the creation of the interchange at Clapison Corner and potential new development

Boundaries

- Idea to change catchment areas, specifically to make Millgrove JK-8 plus French Immersion
- Change catchment area
- Soften the boundaries
- Greensville “grandfather” in the catchment changed children
- Keep present boundaries

SIP

- Review Seaton SIP information

Timeline

- Concerned with timeline - a great deal needs to be considered before decision is made
- Make sure renovations are ready
- Completion date included in final recommendation to guarantee students will not enter unfinished school

General

- Consider pathways
- FCI
- French Immersion cap for high school
- Impact on community
- Economic impact
- Post information in the schools

West Flamborough

Accommodation Review Committee

Public Meeting # 2 A

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Millgrove - November 6th, 2013

Welcome and Introductions

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; <u>OR</u> 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.

On tonight's agenda

- Provide an overview of the ARC Accommodation Review Process
- Outline why HWDSB is conducting Accommodation Reviews
- Review the committee's Guiding Principles developed from community discussions at Public Meeting #1
- Review the School Information Profiles (SIPs)
- Have a group discussion and gather further community input

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

Overview of Accommodation Review Process

Accommodation Review Committee Mandate

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

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:

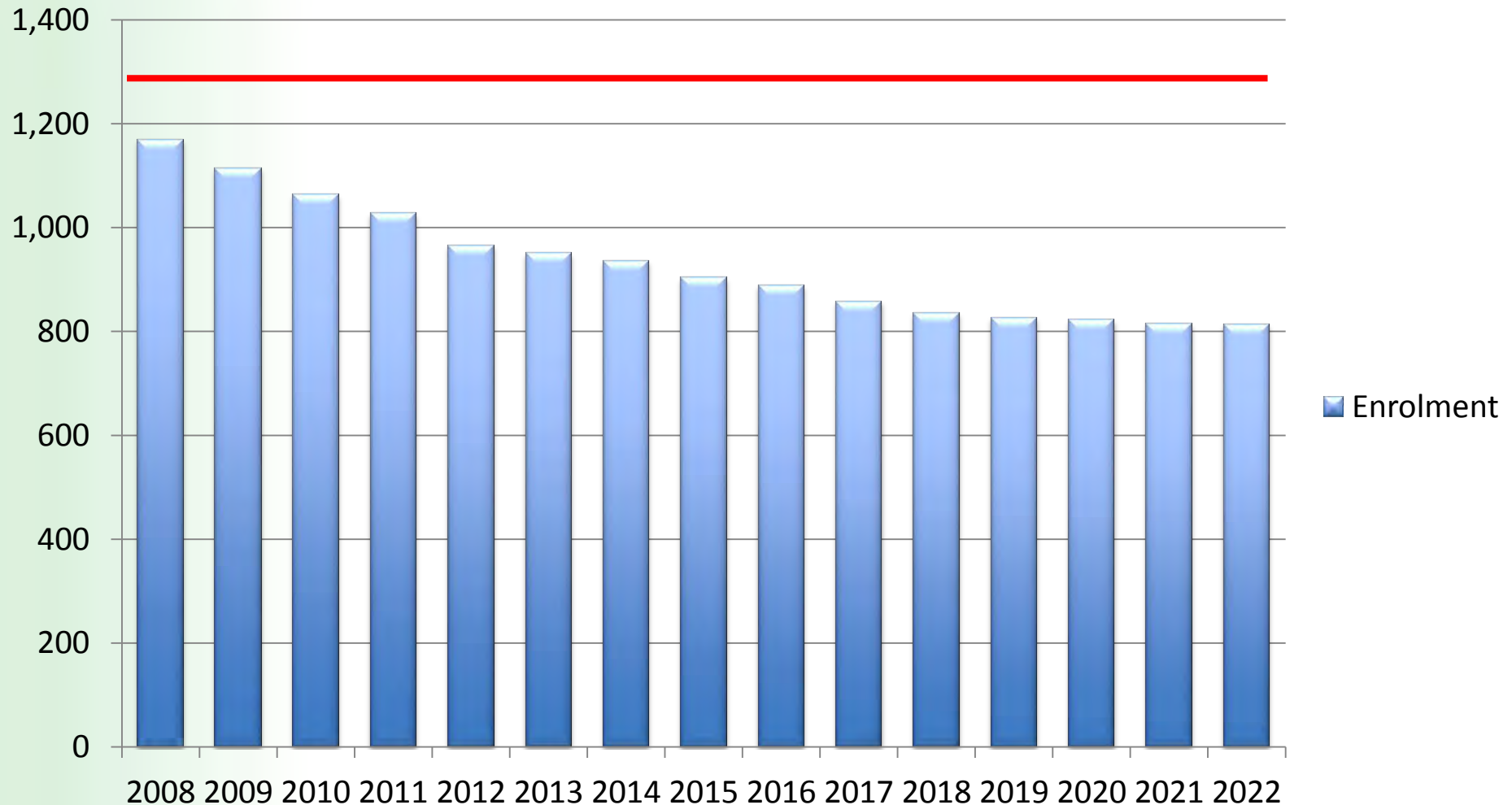
- **Facility Utilization**
- **Permanent and Non-permanent Accommodation**
- **Program Offerings**
- **Quality Teaching and Learning Environments**
- **Transportation**
- **Partnerships Opportunities**
- **Equity**

**Why is West Flamborough conducting in
an Accommodation Review?**

Why is West Flamborough in an Accommodation Review?

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

West Flamborough Historic & Projected Enrolments



Where Are We in the Accommodation Review Process?

Board Approval June 2013

- Preliminary School Accommodation Review Report

Preparation Phase June 2013-Sept 2013

- Preparation of background material
- Committee members are appointed

Community Review Phase Oct 2013-Jan 2014*

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)

Board Review Phase Feb 2014 – May 2014*

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting

Projected Decision by Trustees May 2014*

Public Meetings

1. October 2nd, 2013 - Complete
- **November 6th, 2013**
2. **November 13th, 2013 (#2B)**
3. December 4th, 2013
4. January 22th, 2014

Working Group Meetings

1. October 2nd, 2013 – Complete
2. October 16th, 2013 – Complete
3. October 30th, 2013 – Complete
4. **November 13th, 2013**
5. November 27th, 2013
6. December 11th, 2103
7. January 15th, 2014
8. January 29th, 2014

Work Completed by the Accommodation Review Committee

Since our last public meeting:

- 2nd and 3rd working committee meetings held
- Reviewed community feedback from public meeting #1 and created guiding principles to help us with our decision on a recommendation
- Reviewed, amended and approved the School Information Profiles (SIPs)
- School Tours (3 of 5 schools completed)

Committee Guiding Principles

Process for creating the Guiding Principles for decision making

- We examined the qualitative data recorded at the 1st public meeting
- Reading through the data, we focused on the main ideas and identified patterns
- We summarized main themes and developed a list of common principles in decision-making

Guiding principles for decision making

Program Offerings

Transportation

Resources

21st Century Learning

Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion

Principle #2: Transportation

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)

Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation

Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces

School Information Profiles

School Information Profiles (SIPs)

- Required by Ministry
- Assembled by Hamilton-Wentworth District School Board Staff
- Reviewed, amended, and approved by the Committee

Intent of the SIPs

- Familiarize the ARC members and the community with all schools under review
- Provide the foundation for discussion and creation of Accommodation Review Committee option

School Information Profile Review

- School Information Profile handouts are available.
- SIPs are also posted online.
- There are 14 Sections of quantitative data

SIP Sections

1. Enrolment and Available space

- Current and projected enrolment
- Utilization percentages
- Surplus/Shortage pupil places

2. Administrative and Operational Costs

- Administrative costs includes Principals, VPs, secretaries, and office supplies
- Operating costs includes heating, lighting, and routine maintenance

SIP Sections – cont'd

3. Condition of School

- Replacement value of school
- Facility condition index

4. Space to support student learning and child care

- Types of rooms
- Child care
- Before and after programs
- Breakfast/nutrition programs

SIP Sections – cont'd

5. Program offerings

- English as a Second Language
- French Immersion

6. Extracurricular activities

7. School grounds and physical activity

- Play areas
- Playing field

8. Accessibilities for students with disabilities

SIP Sections – cont'd

9. Location of schools

- Transportation
- Out of catchment students

10. Provincial Assessment – EQAO

11. Location of school with the community

12. Community use of schools

13. School as a local employer

- Numbers of staff

14. Community partnerships



Group Discussion



Guiding principles for decision making in forming our recommendation

- Do the presented guiding principles resonate with you?
- Is there a guiding principle important to you that we have not captured?

Guiding principles for decision making

Program Offerings

Transportation

Resources

21st Century Learning

An ideal elementary learning facility

- What considerations do you feel are most important?
- What might be some advantages and disadvantages for building a new school?
- Does the public want a new school?

Next Steps:

- Next two working group meetings the committee will formulate accommodation options
- At public meeting #3 we will share those options
- If you have any ideas of your own please share with an accommodation committee member from your school or at arcinfo@hwdsb.on.ca

Next Public Meeting
November 13th, 2013
at Beverly Central Elementary School

Objective
Gather additional community input

Thank You

Hamilton-Wentworth District School Board West Flamborough School Information Profile



1. Enrolment vs. Available Space		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Current Enrolment (October 2013)	172	229	205	183	188	977.0
2	Projected Enrolment in 5 years	128	204	169	196	172	869.0
3	Projected Enrolment in 10 years	121	183	160	167	172	802.1
4	On-The-Ground (OTG) Capacity	230	348	222	227	248	1275.0
5	Number of Portables on Site	0	0	1	1	0	2.0
6	Current Utilization Rate	75%	66%	92%	81%	76%	78%
7	Projected Utilization Rate in 5 years	56%	59%	76%	87%	69%	69%
8	Projected Utilization Rate in 10 years	53%	53%	72%	73%	69%	64%
9	Current Space Surplus / Shortage (Pupil Places)	58	119	17	44	60	298.0
10	Projected Space Surplus / Shortage (Pupil Places) in 5 years	102	144	53	31	76	406.0
11	Projected Space Surplus / Shortage (Pupil Places) in 10 years	109	165	62	60	76	473

2. Administrative and Operational Costs Associated with Schools		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Expenditures on School Administration at School	\$180,802	\$181,785	\$181,094	\$180,909	\$181,156	\$905,746
2	Expenditures on School Operations at School	\$175,829	\$282,563	\$179,393	\$161,527	\$232,457	\$1,031,769
3	Administrative Costs per m ²	\$83.94	\$53.97	\$84.66	\$108.20	\$55.71	\$386
4	Administrative Costs per Student	\$1,051.17	\$793.82	\$883.39	\$988.57	\$963.60	\$4,681
5	Operational Costs per m ²	\$81.63	\$83.90	\$83.87	\$96.61	\$71.48	\$417
6	Operational Costs per Student	\$1,022.26	\$1,233.90	\$875.09	\$882.66	\$1,236.47	\$5,250

3. Condition of School		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	What is the replacement value of the School?	\$5,328,313	\$7,117,351	\$5,571,559	\$5,351,408	\$5,571,559	\$28,940,190
2	Current Facilities Condition Index (FCI) for the School?	48.81%	34.15%	131.87%	24.56%	41.59%	
3	Expected Facilities Condition Index (FCI) for the School in 10 years	54.34%	39.60%	162.37%	32.48%	57.45%	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



4. School's Physical Space to Support Student Learning and Child Care Services		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have a Library/Resource Centre?	Yes	Yes	Yes	Yes	Yes	
2	Does the School have at least one dedicated Science Room?	No	No	No	No	Yes	
3	Number of Science Rooms in School	0	0	0	0	1	
4	Does the School have a Gymnasium/ General Purpose Room?	Yes	Yes	Yes	Yes	Yes	
5	Is there a stage in the Gymnasium	Yes	Yes	Yes	Yes	Yes	
6	Does the school have a Computer Lab?	Yes- In Library	Yes	Yes	Yes	Yes	
7	Does the school have a dedicated Learning Resource Room?	Yes- Small	Yes	Yes	Yes	Yes	
8	Is there a childcare centre located on site	No	No	No	No	No	
9	Is there a Before & After school program	No	No	Yes	No	No	
10	Is there a Breakfast / Nutrition program available for students at the school?	No	No	No	No	No (Canteen Daily)	
11	Other		Music Rm	Instrumental Music Rm	Private daycare	Instrumental Music Rm	

5. Range of Program Offerings (and extent of student participation)		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Projected FTE English-as-a-Second-Language (ESL) Staff for 2013-14?	0	0	0.04	0	*itinerant	0.04
2	Does the School offer a French Immersion program?	No	No	No	No	No	
3	Other	Special-Ed				Spec-Ed (2 Classes)	

**Hamilton-Wentworth District School Board
West Flamborough School Information Profile**



6. Range of Extracurricular Activities		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	List of Extracurricular Activities at each school	<p>Library Club, Running Club, Environmnet Club, Boys Book Club, Peace Keepers, Peer Mediators, Book Club, Swimming, Intramurals, Teery Fox Run, MS Read a Thon, Jump Rope for Heart, Food Drives, United Way, Cross Country Team, Track and Field Team, Christmas Concert, Spring Musical, Earth Day, Grandparent's Day, Turkey Skate Lunch, Play Day, Beverly's Got Talent, Tim Horton's Camp, Scholar's Club, & Many Trips</p>	<p>Recycling Club; Grade 3 and 6 Boys Club; Seaton Band; Christmas Concert; Art Club; Checkers Club; Homework Club; Boys and Girls 3 Pitch Jr. and Sr; Boys and Girls Volleyball Jr and Sr; Boys and Girls soccer; Running Club; P/J Cross-Country; P/J and IntermediateTrack and Field; Intramural Floor Hockey; Drama Club;feastive lunch, fundraisers, christmas concert, TerryFox run, Jump rope for heart, hoops for heart intramurals, canteen helpers, pizza helpers, office helpers, angel tree, Rocton Fair Entries, Remeberance Legion Entries, Spirit days, grade 8 haunted house, etc..</p>	<p>Cross Country, Intramurals: (floor hockey, basketball, volleyball, soccer, touch football) Swim team, Garden Club, Checkers Club, Track and Field, Knitting/Crochet Club, Hip Hop Club, Choirs (Primary and Junior), Peer Mediation, Active Recess, Snack Shack helpers, Library Helpers, Milk Helpers, Lunchroom Helpers, Recycling Club, Spirit Days, Terry Fox Run, Christmas Concert, Volunteer Tea, Rockton Fair entries, Talent Show, French Cafe, Book Fairs, Grade 5 Graduation, Play Day, Mitten Tree, Family Literacy/Math Night, Assemblies.</p>	<p>Volleyball Intramurals, Hockey Intramurals, Soccer Country Team, Track & Field, Dance Club, Air Band, Go for Green, Terry Fox Run, Skipping Club, Dance a Thon, Play Days, Dinner & Skate, Checkers Club, swimming, play structures</p>	<p>Junior, Concert & Jazz Bands, Let's Talk Science Club, Accouncement Crew, Best Buddies Club, Recycling Team, Soccer, Jr & Sr 3 Pitch, Volleyball and Basketball, Terry Fox/Get Acquainted Day, Adventure Running Team, Yearbook Club, Special Olympics, French Cafe, Art Club, Clay Crew, Student Council, Canteen Crew, Musical, Library helpers, after school scholars, swimming, food drives, cross country, track & field, multiple excursions, st. donat trip, choir, volunteer tea, pizza helpers, homework club</p>	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



7. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have hard surfaced outdoor play area(s)?	Yes	Yes	Yes	Yes	Yes	
2	Does the School have a Playing Field?	Yes	Yes	Yes	Yes	Yes	
3	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	Soccer/ Baseball	Soccer/ Baseball	Soccer/ Baseball	Baseball	Soccer/ Baseball	

8. Accessibility of the School for Students with Disabilities		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the school have at least one barrier-free entrance?	No	Yes	Yes	No	Yes	
2	Are all levels of the school wheelchair accessible?	Yes (not stage)	Yes (not stage)	Yes	Yes (not stage)	Yes	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	No	No	No	
4	Does the school have appropriate communication systems for the hearing impaired?	No	No	No	No	FM units	
5	Do students have access to barrier free washrooms?	No	Yes	Yes	No	Yes	

9. Location of School		Beverly Central	Dr. Seaton	Greenville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	What percentage of the students are provided transportation services to and from school? *updated with September 2013 percentages	99%	94%	77%	84%	90%	
2	Longest bus ride to school (minutes)	57.0	56.0	54.0	45.0	62.0	
3	Shortest bus ride to school (minutes)	40.0	42.0	14.0	29.0	17.0	
4	Average bus ride to school (minutes)	46.6	52.7	34.0	34.0	31.4	
5	What percentage of the students live outside the school's catchment area?	1.8%	11.1%	9.1%	13.1%	4.0%	
6	Is the school within 500m of a municipal bus route?	No	No	No	No	No	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



10. Provincial Assessment 2011-2012		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	EQAO Test Results -- Grade 3 (Reading) - <i>if applicable</i>	80	65	92	73	N/A	
2	EQAO Test Results -- Grade 3 (Writing) - <i>if applicable</i>	73	76	95	92	N/A	
3	EQAO Test Results -- Grade 3 (Mathematics) - <i>if applicable</i>	80	65	89	92	N/A	
4	EQAO Test Results -- Grade 6 (Reading) - <i>if applicable</i>	N/A	73	N/A	N/A	75	
5	EQAO Test Results -- Grade 6 (Writing) - <i>if applicable</i>	N/A	71	N/A	N/A	80	
6	EQAO Test Results -- Grade 6 (Mathematics) - <i>if applicable</i>	N/A	56	N/A	N/A	69	

11. Location of the School (within community)		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	How far is the school from its nearest HWDSB school (distance/name)?	7.3 Km/ Queen's Rangers	11.7 Km/ Beverly Central	1.8 Km/ Spencer Valley	3.7 Km/ Flamborough Centre	1.8 Km/ Greensville	

12. Facility for Community Use		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	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	Volleyball		Bike Rodeo, Fun Fair	"Go for Green" & "Dinner & Skate"	Indoor Baseball, Floor Hockey	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups	NA	0.00	0.00	8.00	0.00	
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	1.50	0.00	0.00	0.00	4.00	

Hamilton-Wentworth District School Board

West Flamborough School Information Profile



13. School as Local Employer		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	Does the School have a Full-time Principal?	1	1	1	1	1	5.0
2	Number of Vice-Principals at the School (FTE)	0.00	0.00	0.00	0.00	0.00	0.0
3	Number of Office Administrators at the School (FTE)	1.00	1.00	1.00	1.00	1.00	5.0
4	Number of Teachers at the School (FTE)	12.00	12.00	12.20	10.00	11.00	60.1
5	Number of Education Assistants at the School (FTE)	3.00	1.00	3.00	1.00	2.00	10.5
6	Number of Caretaking Staff at the School (FTE)	1.75	2.50	1.75	1.50	2.00	9.5
7	Number of designated Early Childhood Educators	1.00	1.00	2.00	2.00	0.00	4.0

14. Community Partnerships		Beverly Central	Dr. Seaton	Greensville	Millgrove	Spencer Valley	Total
#	Data to be Provided to the ARC						
1	List of partnerships that currently exist at the school						

Glossary of Terms:

Headcount: The actual number of students attending a school at any given time for any program.

Full Time Equivalent (FTE): The adjusted Head Count enrolment to take into account part- time students.

Average Daily Enrolment (ADE): The calculation of the number of students enrolled in a school based on two count dates within the academic year- October 31st and March 31st.

Facilities Condition Index (FCI): A ratio used to measure the relative condition of a building taking into account all building systems.

Temporary Classrooms: Non-permant instructional space. The most typical example of this is a portable classroom

Operational Costs: Includes heating lighting and routine maintenance

Administrative Costs: Includes principals, vice principals, secretaries and office supplies



Elementary
**ACCOMMODATION
 Review Committee**

T.2A e

ARC

**Accommodation Review Committee- West Flamborough
 Committee Members
 Public Meeting # 2A- November 06, 2013
 Sign-in Sheet**

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	<i>present</i>
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candice Goodale	<i>CA.</i>
Beverly Central parent representative from School Council/Home and School	Melissa Slote	<i>present</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenneuval	
Beverly Central teaching or non-teaching staff	John Belanger	<i>J. Belanger</i>
Beverly Central teaching or non-teaching staff	David Wardell	<i>DW</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee	<i>PL</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie	<i>KB</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey	<i>BH</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro	<i>SM</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire	<i>SM</i>
Greensville parent representative from School Council/Home and School	Callie Matthews	
Greensville parent representative from School Council/Home and School	Kristin Glasbergen	<i>KG</i>
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom	<i>VanEgdom</i>
Greensville teaching or non-teaching staff	Cairine Grantham	<i>C. Grantham</i>
Greensville teaching or non-teaching staff	Heather Ryan	<i>Heather Ryan</i>
Millgrove parent representative from School Council/Home and School	Jessica Dymont	<i>J. Dymont</i>



Elementary
 ACCOMMODATION
 Review Committee

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Accommodation Review - West Flamborough
 Public Attendees
 Public Meeting # 2 - November 06, 2013
 Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Andy Edmonds	Greensville	
Julie Hunter	Millgrove	
Chris Popek	Millgrove	
Nicole Till	Greensville	
Joanne Nichols	Beverly	
Jan Smithyes	Greensville Spencer	
HEATHER WRIGHT	DR. JOHN SEATON	
Marc Brittain	Greensville	
Karen Elmer	Greensville	
Alison Price	Millgrove	
Sandra & IAN MACKLEOD	millgrove	
DAWN TYIUS	GREENSVILLE	
Shauna Topp	Bev. Central & Seaton	
Kim Myers	Beverly Central	
Denise Clarke Combs	Bev. Central	
Angie Gordon	Greensville	



Elementary
 ACCOMMODATION
 Review Committee

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Accommodation Review - West Flamborough
 Public Attendees
 Public Meeting # 2 - November 06, 2013
 Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
MIKE CAMPURE	GREENSVILLE	
Kristin Weber	Greensville	
Jne Jacques	Greensville	
Bernadette Curtis	for Ted McMeekin	
Jackie Parry	Millgrove	
Nuket Ozun	Millgrove	
Anita Burnett	Beverly	
Vanessa DiSalvo	Beverly / Seaton	
Tyra Wilkinson	Greensville	
Matt Wilkinson	Greensville	

West Flamborough Accommodation Review Committee

Public Meeting # 2B

Wednesday, November 13th, 2013

7:30 p.m. – 9:00 p.m.

Beverly Central Elementary School

1346 4th Concession Road, Troy, Ontario

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, Chair
2. Agenda
 - 2.1 Additions/Deletions
 - 2.2 Approval of Agenda
3. Where the committee is in the process
4. Review community input from Public Meeting #2A
 - 4.1 Guiding Principles adaptation?
5. Commitment statements related to the Guiding Principles
6. Additional Enrolment Information–projection methodology, residential development, demographics
7. Group Discussions - Creation of ARC option/s
8. Next Steps
9. Adjournment

Next Public Meeting – December 4th, 2013 at Dr Seaton ES

All Accommodation Review Committee Meetings are open to the public

West Flamborough - Accommodation Review Committee

Public Consultation Meeting # 2B

Wednesday, November 13, 2013

7:30-9:00 p.m.

**Beverly Central Elementary School
1346 4th Concession Road, Troy, ON**

Minutes

ATTENDANCE

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beech, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Patti Lee, Callie Matthews, Shelley McGuire, Marguerite Richer, Heather Ryan, Melissa Slote, Janine Vandenneuval, Sue VanEgdom, David Wardell

Non- Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - Rachel Kott, Stephanie Munro

Non- Voting Members - Nil

Resource Staff

Bob Fex

Recording Secretary

Kathy Forde

Public - 30 public attendees were present - Beverly Central (19), Dr. John Seaton (5), Greenville (3), Millgrove (2), Dundana (1),

1. Call to Order

Mag Gardner called the meeting to order and introduced co-chairs Candice Goodale and Brett Humphrey. Committee members have been working hard since October 02 through a series of Working Group Meetings and Public Meetings to lead us towards development of a recommendation that will be presented to trustees who will make the final decision. No decisions have yet been made on which schools will be recommended for closure. Information is posted on the website at www.hwdsb.on.ca.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

Approved.

3. Where the Committee is in the Process

Mag Gardner indicated that the Working Group continues to work in an advisory capacity with intent to develop a meaningful recommendation. Work is in the midst of community engagement. Meeting dates have been posted online.

4. Review Community Input from Public Meeting #2A

4.1 Guiding Principles Adaptation

Candice Goodale noted that since the last public meeting, all comments and public feedback have been reviewed. Committee members have also toured four of the five schools involved. Public Meeting # 2B was added to the original schedule to allow viewing and participation of all schools under review. Following careful examination of data and public input, initial Guiding Principles were developed based on common themes that emerged. Guiding Principles include Program Offerings, Transportation, Resources, 21st Century Learning and will assist in the decision making process. Each Guiding Principle was reviewed.

5. Commitment Statements Related to the Guiding Principles

Brett Humphrey outlined additional commitment statements as developed at Working Group Meeting # 4, based on public feedback from Public Meeting # 2A. These will be used as the guidelines to narrow down the decisions that are made.

- **Timeline** - extend to at least September 2015 or until facilities/construction completed; commit to quality teaching and learning environments that support student achievement
- **Facilities** - school facilities and infrastructure meet the needs of our students in the 21st century
- **Program Offerings** - ensure we have specialty rooms (e.g. technology, science lab, music, French space, art rooms, learning resource) along with technology that is current date; ensure quality and consistency of programming across all children with the ARC
- **Transportation** - will not exceed 45 minutes

Two questions were also raised for public input.

Question 1: Importance of French Immersion Program

By a show of hands only a few public attendees expressed interest in French Immersion. However, the public noted that likely only a few parents are interested because French Immersion is not offered at their schools. Some kids are bused 60 minutes to attend schools with French Immersion. It was suggested that a

public survey be conducted to see who is interested. In response, it was noted that students learn best before 12 years of age. The province does have grants for French Immersion but are not significant enough to warrant an entire school. There are guidelines that designate programming across the entire system. French Immersion cannot be provided at all schools. Data from October 2013 indicates there were 22 students in this area taking French Immersion at other schools. However, French Immersion boundary considerations must be done so carefully as students are essentially taken away from another program (e.g. regular tract) or another school not within the Terms of Reference of this accommodation review. The Working Group will take comments into consideration.

Question 2: Importance of Before/After School Program

Childcare is currently provided at Greenville within the school and at Millgrove outside of the school. Millgrove also has a buddy up program. At Beverly Central, execution was not well organized from the beginning and the deadline passed so lack of registration was considered as a lack of interest. Flyers go out every year but from past experience some parents did not want to pay the \$12 cost. In terms of equity, it would be important for all families at all schools to have a program available. In response, the Working Group will take comments into consideration.

6. Additional Enrolment Information - Projection Methodology, Residential Development, Demographics

Bob Fex presented an overview of information related to enrolment data. Historical enrolment in 2001 for the West Flamborough ARC was 1225 students but that number declined to 966 students in 2012. Apportionment rates were illustrated to show numbers and percentages of students split between the Public and Catholic School Boards. It was noted that new families coming into the area are not all sending their kids to HWDSB schools. Regarding new residential development, projections are tracked and incorporated with the data. However, for elementary student yields, it takes 100 single houses to generate 24 students (the HWDSB 'Board-wide' average), spread across the entire grid of elementary grades. The population in rural Hamilton is currently at approximately 44,000 and is expected to decline 4% by 2031. Although assumptions are based on trends, the population grid is not far off in terms of declining enrolment. The total fertility rate during the baby boom of 3.8 children per woman dropped to 1.59 children per woman in 2008. Immigration remains important to the stability of Hamilton's population but these numbers tend to impact the urban population. Overall, the number of school age children continues to decline.

Karen Turkstra recognized the emotion that comes with the ARC and closure of schools. She noted that almost 600 schools in Ontario are only half full and approximately \$380M per year is dedicated to maintaining these empty spaces. Money is not being well spent. Both the education and healthcare sectors are looking for efficiencies due to high costs. Two documents related to the ARC review were highlighted for information. One Ministry booklet (School Board Efficiencies and Modernization Consultations) focuses on how we can become more efficient and modernize our facilities and technology. The second document (Standing Committee Report on 10-Year Capital/Deferred Maintenance Costs) focuses on numbers related to HWDSB. Comments serve as a reminder of why committee members are

here doing this important collaborative work. We may not like the review underway but we have to be financially responsible and move forward. Documents will be posted on the website for reference.

7. Group Discussions - Creation of ARC Option/s

An opportunity was provided for public attendees and committee members to share ideas in an open floor format. Comments captured and suggestion box remarks are noted below:

Boundaries

- Boundaries and existing catchments should be reviewed.

Enrolment

- The rural population is aging so those who move closer to city services may sell their homes to young families with children. In response, it was noted that people are living longer and generally want to stay in their homes. This assumption cannot be supported with hard data. Historical 'turn-over' of homes and new occupants are captured through progression factors. In terms of potential growth, land available in Waterdown far exceeds this area in comparison.

Facilities

- Deferred maintenance for each school should be made public.
- Leaking pipes and roofs are a concern.
- Adequate sized gyms are needed to accommodate students and playing requirements.
- At Spencer Valley there are no sidewalks or lighting. Infrastructure needs to include adequate sidewalks and street lights.
- Has someone gone to each school to document what maintenance actually needs to be done?
- School Information Profiles (SIPs) provide data on each school and are posted on the website for reference. Information provided at the Working Group meetings is also posted online.
- Data pulled together at different stages has been clarified, verified and scrutinized.

Program Offerings

- Historically, we have not had French Immersion or before and after school care opportunities due to restrictions but if available would probably be interested.
- French Immersion
 - Student access is important in terms of equality.
 - How many kids will it bring back?
 - Survey of parents in community - how do we reach everyone?
 - What is the role of the Board?
 - Can this be a part of the ARC recommendation?
 - How many students in this area attend an outside school because of French Immersion (22 families).
 - How does the Board designate programs - is French Immersion even a consideration?

- Before/after school programming - need clear communication with families.

Staffing

- Staffing at Dr. Seaton is a concern. Most staff do not live locally and come from areas outside. There is a lot of turnover so the school has many entry level teachers and staff.

Transportation

- A 45-minute bus ride will be impossible for the far reaches unless you have 80 buses on the road.
- Safety is a concern. Old Brock road is narrow and tree-lined and is a main access.
- It was noted that a sidewalk was put in at Greensville but exact details were unknown.
- Sidewalks and lighting needed for children to get to and from school.
- Sidewalks would be needed in various locations but are extremely costly so it is unlikely that the City would construct new sidewalks. Although the Board partners with the City on various things, it is unknown if new sidewalks would be covered.
- Any distance longer than 800 meters without sidewalks requires transportation.
- The committee can recommend that ride times be reduced and the number of buses be increased.
- Road renovations would be extremely costly so it will be important to determine where funds would best be spent.

School Closures

- Properties abandoned and sold for development are a concern.
- In response to concern around budget and who pays for any changes, it was noted that the Ministry looks favourably at submissions around school closures and consolidations. The Board can afford some renovations and some new schools. Funding will be sought through the Ministry first then through HWDSB self-funds through the sale of properties if needed. Savings from deferred maintenance costs also provides another source of funding.
- Properties of any schools declared surplus are offered first to preferred agents. If no interest is expressed at market value the property goes out to the open market.
- Vandalism is a concern with vacant schools.
- What will happen to properties of schools that may close?
- All five schools have many similarities although each has individual pride.

New School

- We should pinpoint an area in the middle of the boundary from all five schools and find a farmer who is willing to donate land.
- To clarify, we cannot have one school with 1000 students.
- The schools in this ARC have very different needs so the idea of a new school seems strange.
- It takes about 18 months to build a new facility on Board owned property.
- If building on an existing site, the buildings are side by side. Students are transferred to the new school then the old school is demolished.

- Renovations may perhaps cost more than a new school.
- Where is the money going to come from to build a new facility?

Options

- It seems we should have two solutions as there are two distinct areas.
- By a show of hands, many public attendees showed interest in a new school.
- Public input will help in formulating an option.
- We are not interested in a quick fix.
- We need to remember that West Flamborough is one ARC. Joining schools can be logical in some cases. It is recognized that some people may be opposed to change but regardless a unanimous recommendation should be developed and go forward. Some things may pertain to one school more than another.
- Appreciate the 2015 goal - schools need to be ready.
- Do not want band-aid solutions.
- Explore where we have been previously restricted.
- Who is paying and what is the budget?
- Need to look long-term.
- Has there been discussion around three K-8 schools, transition, buses?
- Equity - rural areas have specific rural needs.
- Moving timelines - look at effect on students.

Process

- This process is an opportunity.
- The reason these schools are involved is because these kids all feed into the same high school.
- Value to the student is first and foremost.
- Rural settings have special needs so the Ministry should not apply a city approach - the process should be equitable to all.
- It will be important to look at long-term solutions for future generations.

Suggestion Box

- How do we entertain these ideas for numbers interested in French Immersion? These people who are interested, do not attend these meetings.
- Who is responsible for collecting/developing survey for all areas? Our Board or French Immersion Advisory Committee?
- How do we get this info prior to our closure?
- Include concept of equality for students in Hamilton.
- Review guidelines of the Ministry of Education when formulating position.
- Request that the proposal of closing Beverly, Seaton and building a new school is best and feel it's supported by many.
- The points that may have been missed about offering French Immersion as an option:

- Enrolment in rural areas
- Many people would support having the option as all people in the program seem to think it is a high quality program
- However, those same people may not put their kids in a French stream (we would want to ensure English stream at the same school)
- Due to the process and staged information given over the last 1.5 years, it is difficult to make decisions and figure out what the Board will suggest next
- Very important - the transitions for the Millgrove students to be added to a cohesive K-5 group in Spencer Valley is challenging now. However, we hold a community based rural school in high regard. Please discuss the option of renovating Millgrove to K-8 despite challenges. NE section of Greenville may feel the same.

8. Next Steps

- At the next Working Group Meeting options will be formulated
- Options will be presented at Public Meeting # 3
- Individual ideas can be shared with committee members or at arcinfo@hwdsb.on.ca
- **Next Working Group Meeting # 5 - November 27, 2013 at Spencer Valley Elementary School**
- **Next Public Meeting # 3 - December 04, 2013 at Dr. Seaton Elementary School**

9. Adjournment

The meeting adjourned at 9:15 p.m.

Handouts

- Agenda
- Presentation

West Flamborough

Accommodation Review Committee

Public Meeting # 2B

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Beverly Central - November 13th, 2013

Welcome and Introductions

Why we are here tonight?

- Review the work completed to dated by the Accommodation Review Committee (ARC)
- Share the committee's Guiding Principles from community discussions at Public Meeting #2A
- Provide additional information on enrolment projections
- ARC discussions on recommendations
- Group Discussion and Community Input
- ***No decision has been made: this is why we are here***

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

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.”

Where Are We in the Accommodation Review Process?

Board Approval June 2013

- Preliminary School Accommodation Review Report



Preparation Phase June 2013-Sept 2013

- Preparation of background material
- Committee members are appointed



Community Review Phase Oct 2013-Jan 2014*

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)



Board Review Phase Feb 2014 – May 2014*

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting



Projected Decision by Trustees May 2014*

Public Meetings

October 2nd, 2013 - Complete
November 6th, 2013 - Complete
November 13th, 2013
December 4th, 2013
January 22th, 2014

Working Group Meetings

October 2nd, 2013 – Complete
October 16th, 2013 – Complete
October 30th, 2013 – Complete
November 13th, 2013 – Complete
November 27th, 2013
December 11th, 2013
January 15th, 2014
January 29th, 2014

Work Completed by the Accommodation Review Committee

Since Our Last Public Meeting 2A:

- 4th Working Group Meeting
- Reviewed community feedback from Public Meeting #2A along with Guiding Principles to assist the committee with forming a recommendation
- School Tours (completed 4 of 5 schools)



Committee Guiding Principles

Process of creating Guiding Principles

- Examining recorded data from public meetings
- Reading through data
- Focusing of main ideas and identifying patterns in the data
- Summarizing the main themes and developing a list of common principles to help in decision making

Guiding Principles for Decision Making

Program Offerings

Transportation

Resources

21st Century Learning

Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion

Principle #2: Transportation

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)

Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation

Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces

New Considerations Heard from Public Meeting 2A:

- Making sure schools are ready
- Support for a 2015 implementation of option/s put forward
- New school?
- Others.....

GUIDING PRINCIPLES FOR CONSULTATION

Guidelines will be used when making a decision
on schools

- **Timeline:** extended to at least September 2015 or until facilities/construction are completed
- Commit to quality teaching learning environments that support student achievement
- **Facilities:** School facilities and infrastructure meet the needs of our students in the 21st century

- **Program offering:** ensure that we have specialty rooms (e.g. technology, science lab, music, french space, art rooms, learning resource) along with technology that is current-date
- ensure quality and consistency of programming (see above) across all children within the ARC
-

- **Transportation:**
 - Will not exceed 45 minutes

- Other questions:
 - Importance of French Immersion program
 - Importance of before/after school program

- Transition points:
 - Resources: when/if a school closes then the resources move

Additional Enrolment Projection Information

Factors influencing Enrolment Projections

- Historical enrolments
- Grade by grade progression factors
- HWDSB apportionment (share of school age children)
- New residential development
- Immigration (not prevalent)
- Birth rates

Historic Enrolments

Year	JK	SK	1	2	3	4	5	6	7	8	SP-E	Total
2001	71	86	91	104	117	137	129	129	153	175	33	1225
2002	70	81	88	101	127	123	140	138	144	166	36	1214
2003	77	106	131	114	136	136	128	149	143	139	36	1295
2004	97	84	107	132	111	139	137	132	162	150	33	1284
2005	85	101	91	111	129	107	140	139	132	163	36	1234
2006	98	99	103	96	123	129	109	138	145	132	35	1207
2007	105	95	108	106	90	129	128	111	141	144	38	1195
2008	99	106	100	112	104	98	131	126	112	145	36	1169
2009	93	103	104	106	111	105	94	129	126	111	33	1115
2010	86	92	105	103	97	111	100	93	130	123	23	1063
2011	82	83	93	104	108	99	112	97	94	131	24	1027
2012	82	85	82	88	103	111	96	112	95	92	20	966
2013	82	80	83	81	88	104	109	96	112	94	20	950
2014	82	83	78	83	81	89	102	110	96	111	20	936
2015	82	83	81	77	83	82	88	102	110	96	20	904
2016	82	83	79	81	78	84	81	89	103	109	20	890
2017	82	83	79	79	81	78	83	81	89	102	20	858
2018	82	84	79	79	79	82	77	83	81	88	20	835
2019	81	83	80	80	80	80	81	78	83	81	20	826
2020	82	82	79	80	80	80	79	81	78	83	20	823
2021	82	82	78	79	80	80	79	79	81	77	20	815
2022	82	82	78	77	79	80	78	79	79	80	20	815

Apportionment Rates

Elementary Apportionment

HWDSB Elementary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
33,109	32,444	31,884	31,372	31,221	31,080	-2,029
64.7%	64.6%	64.6%	64.5%	64.7%	64.8%	0.0%

Secondary Apportionment

HWDSB Secondary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
18,091	17,877	17,648	17,582	17,213	16,788	-1,303
64.4%	63.8%	63.2%	62.4%	62.3%	62.2%	-2.3%

HWDCSB Elementary Students

2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
18,034	17,794	17,496	17,295	17,003	16,911	-1,123
35.3%	35.4%	35.4%	35.5%	35.3%	35.2%	0.0%

HWDCSB Secondary Students

2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
9,985	10,136	10,270	10,598	10,432	10,219	234
35.6%	36.2%	36.8%	37.6%	37.7%	37.8%	2.3%

SOURCE: Ministry of Education, School Board Funding Projections for the 2012-2013 School Year (Sept 2012)

Residential Development

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Development Status

- Active
- Pending or Draft Approved
- Former Municipal Boundary

Flamborough

Dundas

Ancaster

Hamilton

Stoney Creek

Glanbrook



Student Yields from New Residential Development

- Student yields are the calculation of the average number of students a newly constructed home will typically produce.
- Each dwelling type (eg. single family, townhome) has a unique yield.
- Yields vary from area to area.

HWDSB Elementary Yields



= 0.24

100 Single Houses = 24 Students

100 Townhomes = 15 Students



=0.15

HWDSB Secondary Yields



= 0.10

100 Single Houses = 10 Students

100 Townhomes = 5 Students



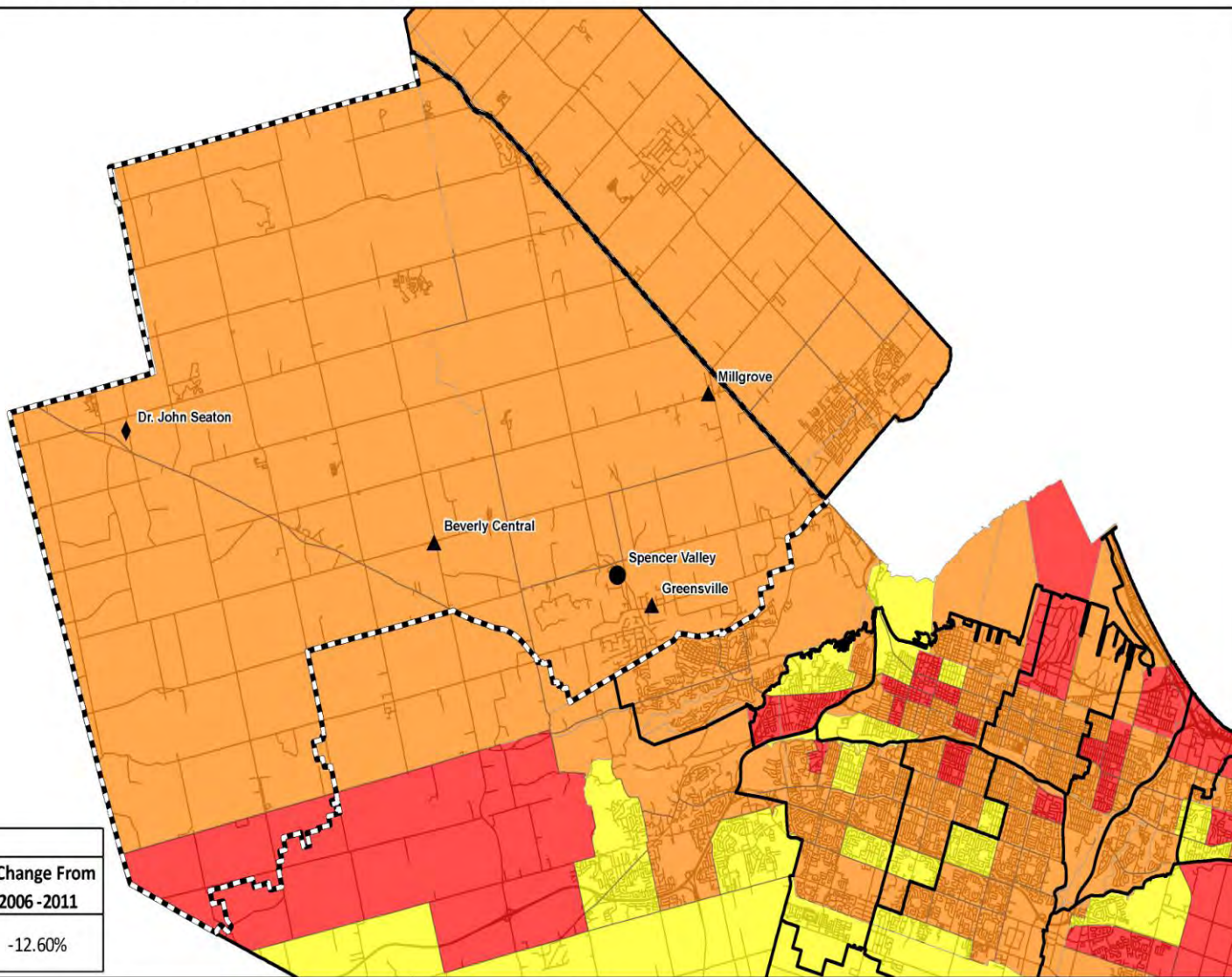
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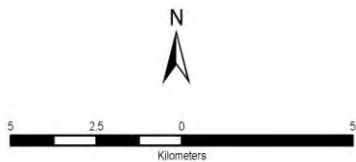
West Flamborough - Ages 4 to 13 Years Percentage Difference from 2006-2011

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4 - 13 Years of Age			
Planning Area	2006 Total	2011 Total	% Change From 2006-2011
West Flamborough	6390	5675	-12.60%

- % Difference from 2006 - 2011**
- 51% - 75%+
 - 26% - 50%
 - 1% - 25%
 - 24% - 0%
 - 50% - -25%
- Jr Elementary Schools
 - Elementary Schools
 - Middle Schools
 - Secondary Schools
 - Planning Areas
 - Census Tracts



Accommodation & Planning

Note: Census Tract boundaries represented on this map illustrate the 2006 Census Tracts

Source: Statistics Canada

HWDSB Accommodation and Planning 2013

Population Growth for Rural Hamilton

“The existing population in *Rural Hamilton* is approximately 44,000 and the estimated population in 2031 is projected to decrease slightly to 42,600 persons. Population change in *Rural Hamilton* is influenced by a number of factors. The number of dwelling units will increase because of the large number of vacant legal lots of record. Also, there are areas within Rural Settlement Areas that have the potential for future infill *development*. Although the dwelling units may increase, the demographic trend of declining household size will also contribute to population change in *Rural Hamilton*.”

Table 2. Rural Population Growth

Year	Total Population Growth
2006	44,089
2011	43,255
2021	43,248
2031	42,575
Change 2006-2031	1,514 (-4%)

Population Growth for Rural Hamilton con't...

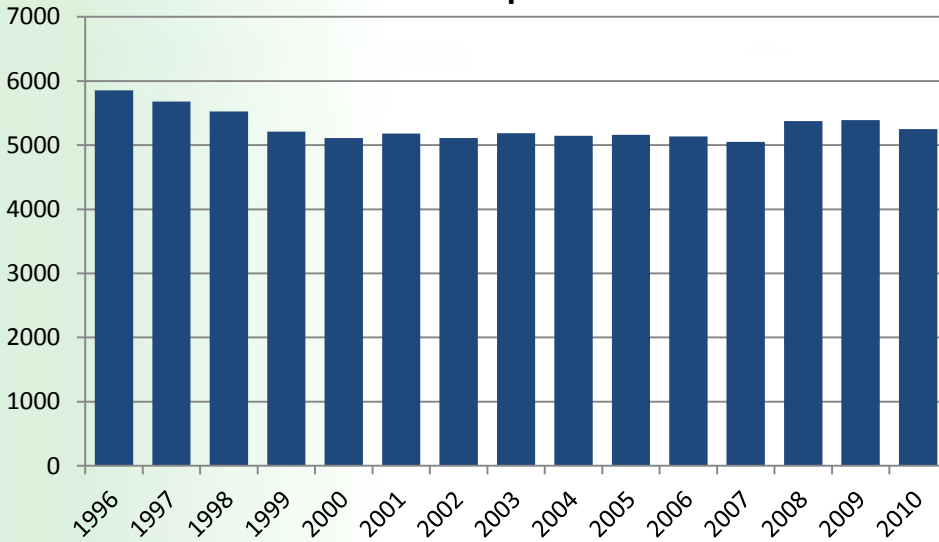
“Changes in the rural population are influenced not only by demographic factors, but also by policy directions. Policy directives ensure that agricultural, mineral aggregate and environmental resources will be available for future generations, and urban boundary expansions and land fragmentation will be curtailed. At the present time, there are hundreds of vacant residential lots inside the Rural Settlement Areas and approximately 200 outside the Rural Settlement Areas, that could accommodate future residences, therefore there is very little need to create additional lots. Further, municipal services in Rural Settlement Areas will not be expanded which will limit lot creation and, to a certain extent, population growth.”

Rural Hamilton Official Plan

April 25, 2012



Hamilton-Live Births per Year 1996-2010

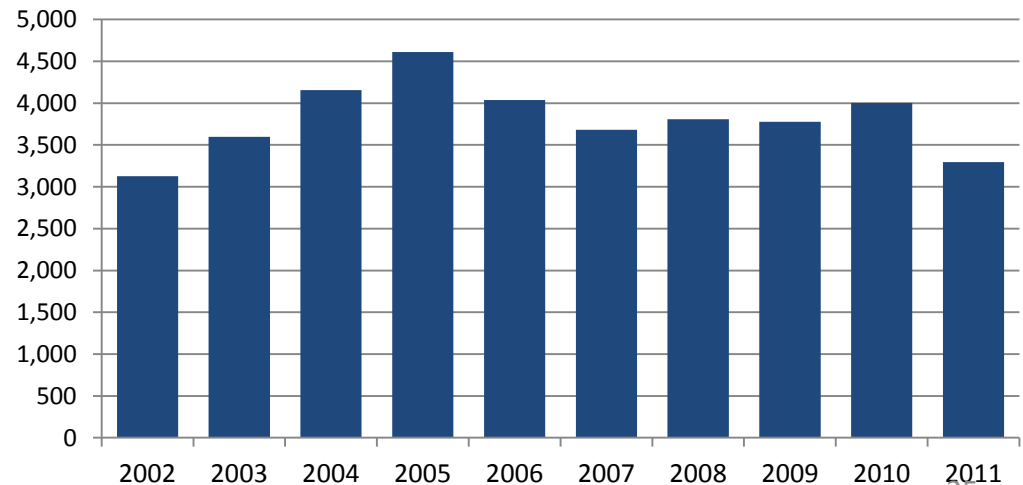


Source: 1996-2006, Health Statistics Division, Statistics Canada
 Source: 2007-2010, Better Outcomes and Registry Network Ontario

- 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

- Immigration is important to stability of Hamilton's population

Hamilton New Permanent Residents per Year



Source: Citizenship and Immigration Canada



Group Discussion



Guiding principles for decision making in forming our recommendation

- With input the ARC has finalized their Guiding Principles

Guiding principles for decision making

Program Offerings

Transportation

Resources

21st Century Learning

??? Addition ???

Next Steps:

- Next working group meeting the committee will formulate accommodation options
- Will share the option/s at Public Meeting #3
- If you have any ideas of your own please share with an accommodation committee member from your school or at arcinfo@hwdsb.on.ca

Next Public Meeting
December 4th, 2013
at Dr Seaton Elementary School

Objective

Gather community input on ARC Option/s

Thank You



Elementary ACCOMMODATION Review Committee

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ARC

Accommodation Review Committee- West Flamborough Committee Members Public Meeting # 2B - November 13, 2013 Sign-in Sheet

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candice Goodale	
Beverly Central parent representative from School Council/Home and School	Melissa Slote	<i>same</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenneuval	<i>attendand</i>
Beverly Central teaching or non-teaching staff	John Belanger	<i>as</i>
Beverly Central teaching or non-teaching staff	David Wardell	<i>WB Mtg # 4</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee	<i>Nov 13/13</i>
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie	<i>6:00 - 7:30</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey	<i>that</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro	<i>preceded</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire	<i>the PM</i>
Greensville parent representative from School Council/Home and School	Callie Matthews	
Greensville parent representative from School Council/Home and School	Kristin Glasbergen	
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom	
Greensville teaching or non-teaching staff	Cairine Grantham	
Greensville teaching or non-teaching staff	Heather Ryan	
Millgrove parent representative from School Council/Home and School	Jessica Dymont	



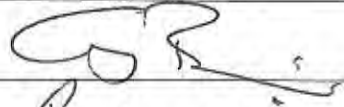
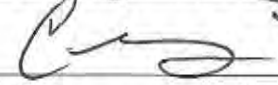

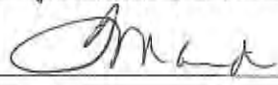

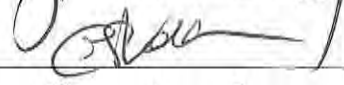
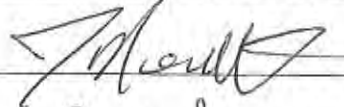
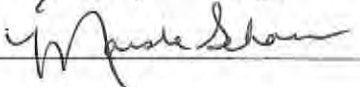
Elementary ACCOMMODATION Review Committee

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ARC

Millgrove parent representative from School Council/Home and School	Sara Ardiel	
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter	
Millgrove teaching or non-teaching staff	Marguerite Richer	<i>Marguerite Richer</i>
Spencer Valley parent representative from School Council/Home and School	Colleen Evans	
Spencer Valley parent representative from School Council/Home and School	Tania Brittain	
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech	
Spencer Valley teaching or non-teaching staff	Rachel Kott	
Non- Voting Representatives		
Area Trustee	Karen Turkstra	
Beverly Central Principal	Doug Dunford	
Dr. John Seaton Principal	Eddie Grattan	
Greensville Principal	Kate Fischer	
Millgrove Principal	Stewart Cameron	
Spencer Valley Principal	Kim Short	
Planning Resource Staff	Bob Fex	
Administrative Support Staff	Kathy Forde	

Accommodation Review - West Flamborough
Public Attendees
Public Meeting # 2B - November 13, 2013
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Cory Brain	Beverly Central	
CRAIG MCGEACHY	BEVERLY CENTRAL	
Shauna Topp	Beverly & Seaton	Shauna Topp
Kristin Weber	Greensville	K Weber
Barb Miller-Finman	Greensville	
TERRI MANDIS	^{Seaton &} Beverly Central	
ALF MAND	B. CENTRAL & SEATON	
Barb Jewetering	Beverly Central	Barb Jewetering
Susan Moeller	Beverly Central	Smoller
HEATHER WRIGHT	SEATON	Heather Wright
Zoey Heeney	B. Central	Heeney
Cathy Ueldman	Bev. Central	
Anita Burnett	Beverly Central.	Anita Burnett
Tanya Kuhr	Seaton	T. Kuhr
Teresa Noack	Seaton + Beverly Central	
Marsha Schoema	Beverly Central	



Elementary
**ACCOMMODATION
 Review Committee**

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ARC

**Accommodation Review - West Flamborough
 Public Attendees
 Public Meeting # 2B - November 13, 2013
 Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
Pam Sunjic	Beverly	
Sharon Clugston	Beverly	
Jan Emberson	Beverly	
Cortney Roche	Beverly	
Michelle Roswell	Beverly	
Ev Post	Millgrove	
ROSE STEUNENBERG	BEVERLY / SEATON	
Sue Lawlor	Seaton	
Wendy Toed	Millgrove	
Sue McMasek	Beverly	

West Flamborough Accommodation Review Committee

Public Meeting # 3

Wednesday, December 4th, 2013

6:00 p.m. – 9:00 p.m.

**Dr. Seaton Elementary School
1279 Seaton Road, Sheffield, Ontario**

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, Chair
2. Agenda
 - 2.1 Additions/Deletions
 - 2.2 Approval of Agenda
3. Purpose of the Meeting – why we are here
4. Where the committee is in the process
5. Accommodation Review Committee (ARC) Guiding Principles and other Considerations
6. Committee Draft Options
7. Group Discussions of ARC options
8. Next Steps
9. Adjournment

Next Public Meeting - January 22nd, 2013 at Greensville ES

All Accommodation Review Committee Meetings are open to the public

**West Flamborough - Accommodation Review Committee
Public Consultation Meeting # 3
Wednesday, December 04, 2013
6:00-9:00 p.m.**

**Spencer Valley Elementary School
441 Old Brock Road, Greensville, ON**

Minutes

ATTENDANCE

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beech, Tania Brittain, Jessica Dymont, Colleen Evans, Kristin Glasbergen, Candice Goodale, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Callie Matthews, Shelley McGuire, Stephanie Munro, Marguerite Richer, Heather Ryan, Melissa Slote, Janine Vandenheuval, Sue VanEgdom, David Wardell

Non- Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Kim Short, Karen Turkstra

Regrets

Voting Members - John Belanger, Patti Lee,

Non- Voting Members - Nil

Resource Staff

Bob Fex, Ellen Warling, Jackie Penman

Recording Secretary

Kathy Forde

Public - 53 public attendees were present - Beverly Central (15), Dr. John Seaton (9), Greensville (3), Millgrove (21), Spencer Valley (1); Dundana (1), Flamborough Review (1), City Councillors (2)

1. Call to Order

Mag Gardner called the meeting to order, welcomed everyone and provided introductions. The purpose of the meeting was to present the options developed to date and to gather further public input. Committee members Jessica Dymont and Stephanie Munro assisted in facilitating the session.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

Approved.

3. Purpose of the Meeting - why we are here

Too many vacant pupil spaces and low enrolment have generated the need to explore school closures. It is a long process as mandated by the Ministry of Education. As a starting point, senior staff developed a recommendation that may change. The Working Group is also developing recommendations through public engagement to ensure all input and insights are considered. Meeting norms have been established to set the tone for constructive and productive work and conversation. Ultimately, the final decision rests with the trustees. Information is posted regularly on the HWDSB website at www.hwdsb.on.ca.

4. Where the Committee is in the Process

The process began in June 2013 when a decision was made to conduct the four ARCS that are currently underway. Work is currently in the consultation stage. When the committee is finished its work, the committee will bring a report to the Director in February 2014, which will then be submitted to the trustees. It is anticipated that a decision will be made in May 2014.

5. Accommodation Review Committee (ARC) Guiding Principles and Other Considerations

Through the working group meetings, guiding principles have been developed based on public input considered important to the community. The guiding principles are focused on program offerings, transportation, resources and 21st century learning. Other key considerations include timelines, facilities and transition.

6. Committee Draft Options

From the work that has evolved, preliminary draft options have been developed through the Working Group. Further public feedback is required to develop and refine options further. Three options were presented and reviewed. The options were not numbered or presented in any particular order. Mag Gardner advised that French Immersion as an item of Interest is addressed at the Board level so is noted but will be parked to ensure focus remains on the option details. It can be added as an addendum. Attendees were given some time to process the options presented before opening the floor to comments and questions and answers. Key comments are noted below.

Option 1

- Close all 5 schools
- New school on Spencer (for Spencer, Millgrove and Greenville)
- New site (Beverly Central Community Centre) for Beverly and Seaton - this involves a realignment of catchment area to generally balance the two schools' populations

Comments (Option 1)

- Preliminary costs?
- Student success rates? Small rural schools
- Acreage considerations
- Long term thinking
- Are new school builds realistic? Timing?
- Transportation

Option 2

- **Close Millgrove and Greensville and renovate Spencer Valley (making it a JK-8)**
- **Close Beverly and Seaton with a new JK-8 school on the Beverly Central school site - this involves a realignment of catchment area to generally balance the two schools' populations**

Comments (Options 1 and 2)

- Septic tank capacities
- Soften boundaries (out of board transportation)
- Can you build a new school on existing school property while students attend - yes
- Has renovation been discounted for Beverly Central and Seaton?
- Travel time (Freelton to Spencer Valley)
- Keep ice rink at community centre
- Focus on Millgrove, Greensville, Spencer Valley
- Renovate Millgrove - heritage property
- Millgrove location within catchment
- Daycare program - seamless - 365 days/year
- Consider daycare space in plans
- Millgrove (K-8) - consider enrolment impact at Spencer Valley/Greensville (K-8)
- Combined classes can work
- Realignment of catches? Distribution of students = balance between schools
- Boundary thinking needs to be transparent
- Grandfather boundaries
- Renovate Greensville (K-8)
- Build on Greensville site
- Importance of outdoor space
- Have two working groups - Spencer Valley & Greensville / Beverly Central & Seaton
- Fight for new facilities - set aside emotions
- Build on Seaton site - bigger
- Central site for Beverly Central/Seaton
- Process for public input following ARC recommendation(s)
- Does HWDSB desire to build new schools - yes
- Does ARC recommendation matter?

- Staff has 30 days to review options
- Communication re Board meetings
- How realistic is arena site? Land trade?

Option 3

- **New school for Seaton and Beverly at a central location**
- **Greensville goes to a renovated Spencer Valley (JK-8)**
- **Millgrove remains open status quo or we explore the viability of a JK-8 - there would be no change in current catchment area**

Comments (Option 3)

- ? - no change in catchment area
- Concern re City Council re land
- 21st century thinking = collaboration with community partners
- How does vote happen?
- Development?
- Support K-5 at Millgrove (6-8 at Spencer Valley)
- Concern for loss of Greensville site - option 4?
- Support for Millgrove and Greensville and Spencer Valley
- Millgrove K-8 and Greensville K-8
- Millgrove status quo or K-8
- Impact of out-of-catchment on enrolment
- Options are still flexible
- Are three JK-8 schools possible?
- Millgrove K-8 - grandfather Spencer Valley students?
- Support for new Beverly Central/Seaton site
- Transportation policy concern - "guideline" language

Suggestions - Beverly Central/Seaton

Interest in another central site

- New school - Seaton site = 1 vote by show of hands
- New school - Beverly arena site = 23 votes by a show of hands
- New school - Beverly Central site = 0 votes

Interest in a new school

- New school - Seaton = 4 votes by a show of hands
- New school - Beverly Central = 21 votes by a show of hands
- What about more land around the Beverly Central site?

Suggestions - Millgrove/Spencer Valley/Greenville

Interest in new school / renovations

- New school at Spencer (Millgrove & Greenville) = 0 votes
- New school at Greenville = 6 votes by a show of hands
- Renovation at Spencer Valley = 0 votes
- Option 3 - status quo = 20 votes by a show of hands
- Option 3 - Millgrove K-8 = 1 vote by a show of hands
- Greenville is surrounded by Greenspace
- Change is o.k.

It was noted that votes are a reflection for information purposes only and are a representation of people present only. There was not an equal representation at the meeting for all schools involved.

7. Group Discussion of ARC Options

Questions and Answers

Beverly Community Centre

Q. How realistic is the idea of using space at the Beverly Community Centre?

A. The idea has been discussed with staff but it is not positive at this point. A meeting with staff is scheduled for December 17 to do some discovery. Loss of park space is a concern so we will be looking at what the Board may have to offer the City. The possibility of trading land will be discussed. The entire community must be considered. It will be important not to rush any decisions. (Councillor Pasuta)

A. It may be a good site but is not an easy process. Discussion is needed around the council table to ensure it is a good use of tax payers' money. If building a new school, the need for childcare should also be considered. Reasonable decisions are needed. It will be important to ensure the Board is aware of growth projections for new homes and future populations. (Councillor Partridge).

Boundaries

Q. If we build a great new school anywhere in this area, with St. George and Dundas developing everyone will want to come here. This will be a great opportunity. We have low enrolment at certain times. Can we soften the boundaries?

A. If a school was underutilized, we could offer out-of-catchment to a nearby board but transportation would be a barrier. Schools are built based on projected numbers not on the assumption that because it is new and may attract students from other Boards.

Q. Please elaborate on the realignment of catchments.

A. We need to look at student distribution on both sides for balance. We try to ensure transportation and geography is fitting, feasible and logical for enrolment numbers.

Childcare

Q. Childcare is lacking for Beverly and Seaton and we have very limited options.

A. Questionnaires went home but the response was minimal. It should be considered if building a new school.

Communication

Q. Will parents receive phone messages and school letters to inform them when the options are being discussed by Trustees.

A. Yes, parents should be informed through normal procedures through Corporate Communications.

Costs

Q. Any preliminary costs available for each option?

A. No, not yet. We need to narrow down the options then have staff spend time on deep work. Staff is beginning to work on numbers but it will take some time. We are shooting for the stars for everyone at this point but refinement is needed.

Data

Q. Is there any data regarding success rates? As a teacher, we see Seaton students as leaders, which might be partially due to being in a rural school setting. How can we help our students be more successful?

A. We will look into this. At Seaton there are small numbers so when students merge grades will likely be organized in full classes.

Q. What is the status of new growth?

A. There is not a lot of new development happening within rural Hamilton. Some restrictions prevent large developments. The yield requires 10 new homes to generate approximately 2.4 students so a huge rate of growth would be needed to inject increased populations. Growth rates were provided in the presentation for Public Meeting # 2, which is available on-line.

Facilities

Q. Septic capacity at Spencer Valley is a concern.

A. Data has been requested on septic capacity. Information will be available shortly.

Q. Can you keep Greensville open?

A. FCI costs would be astronomical. The age, state and maintenance costs of Greensville make it least desirable.

Funding

Q. Don't you need to know how much money you have to spend?

A. We have to gather data and develop feasible options then costs will follow after feedback has been incorporated. The Ministry has various initiatives available and is keen on partnership proposals and on

ARC proposals. Funding is provided based on criteria so even if no funding is provided from the Ministry the Board can still self-fund.

Grade Organization

Q. What does enrolment do to grade organization?

A. It is not about closing schools because they are in bad condition. Schools are not at capacity and are partially empty so even if a school is vibrant if it is underutilized it is not feasible and lacks programming. As a Board, we are having conversations about combined grades. Often we assume a small school needs split classes but there are other reasons why Boards are implementing more and more combined grades. Many factors go into creating a class for students to thrive. We need to be creative, balance genders, provide opportunities, encourage social skills, etc. The priority is to support students with the curriculum. Many classes have a range of ability. Children in split classes can thrive with an effective teacher.

Location

Q. If building on the Beverly Community Centre property is that replacing the centre or will there be two buildings on one site?

A. That opportunity is being investigated. It would be two buildings on one site. The amount of land is sufficient for another building.

New Schools

Q. Does the school board have a desire to build new schools?

A. The average age of schools is 52 years old so we are looking at revitalization including new builds.

Process

Q. Is this a short term or long term initiative?

A. It is an undertaking that occurs once over a long period of time so requires long- term thinking. It is a tremendous opportunity for the public to express what they would like to see related to their children. Consultation is part of the process. It is a once in a several year opportunity for creative thinking on the schools in various communities. A lot exploring must happen to delve further into advantages, implications and feasibility of various options.

Q. Can you explain process? How do we reach for the stars without quotes in place? What is the process for quotes?

A. The Working Group develops and presents draft preliminary options based on public feedback. In January 2015, we will come back to public with final recommendations. In February, a report will be submitted to the Board. Both the committee option and staff option will go forward to trustees who will look will look at data and school information profiles to make an informed decision. Trustees can accept one option or mix options to include the best pieces. The work of getting quotes then begins. Quotes are not obtained until an option is selected.

Q. Is there an opportunity for public input on a combined option?

A. Once the ARC finishes its work here, delegations can present opinions to trustees during their review period.

Q. How often is the committee option selected?

A. We do not have hard facts but the staff is obligated to put out an option. Their learning curve is enlightened as community comments are heard. Trustees will select an option based on what is most viable.

Q. How will the final decision be made?

A. Trustees will look at options, enrolment, data and community interest. Much discussion takes place on related details and important pieces will be referenced. Decisions will be made based on the entire ARC not by individual school.

Renovations

Q. Looking over the long term, with say 50-year projections, have renovations at Beverly and Seaton been taken off the table because they are not viable options?

A. Yes.

Timelines

Q. At the first public meeting it was noted that changes would occur next year? Each school is falling apart which seems conflicting with keeping schools open which is also quite costly.

A. The timeframe for decision-making is relatively short. September 2015 is suggested in the option as the earliest date for making any changes rather than September 2014.

Q. Are new school builds realistic within the timelines and budget and considering costs to maintain schools in the interim?

A. We do not want to move kids into anything that is not finished. If a new school is recommended, there are various funding sources. The capital priorities submission is submitted in October with Board approval then a response follows in the spring. A period of 18-24 months is the estimate to build a school. Funding also comes from school renewal grants and proceeds from disposition. Time would be required to address high urgent needs as well.

Transportation

Q. Those of us in the north are concerned with busing which would be a minimum of one hour.

A. Noted.

Q. Transportation of JK kids is a concern especially for those riding buses for long distances. Some kids are already on a bus for 60 minutes or longer. The policy as a "guideline" needs to be amended as a "rule" to provide substance to adhering to specified and reasonable ride times.

A. More buses would provide more direct routes and shorter ride times. The recommendation is a ride time of 45 minutes maximum. Exact details are to be determined. It is a priority consideration. School bell-times are a factor but if schools merge the problem may be resolved. Upcoming consultation on the transportation policy will provide an opportunity for input.

General Comments

- We do not want to see money wasted
 - I do not understand how you can make any recommendations without cost estimates.
 - Kids should be grandfathered if possible with respect to transportation.
 - Millgrove and Spencer Valley have their own dynamics, It may be beneficial to allow these two communities to work together to develop an option.
 - An old building will never be a brand new building regardless of the renovations completed. Our children deserve new technologies and facilities.
 - It is recognized that the topic school closures includes emotional discussions.
 - Busing must be carefully considered.
 - The City's decision around use of the Beverly Community Centre needs to be made in Ward 14 only not around the entire council table as the city never bought the centre. Only Ward 14 should be involved in any decision making.
 - Renovations should include 21st century thinking and should allow collaboration with community partners. Old buildings with historical significance should be renovated in a modern fashion.
 - If schools minimal changes take place we could be on the chopping block again in 10 years.
 - Daycare is a big concern for country schools so a larger population at a school might be more viable for childcare.
 - The age and condition of a school is a factor but the driving force is related to empty space.
 - The out-of-catchment change in January 2013 had a dramatic effect on Millgrove families and daycare due to FDK coming into the school.
 - Millgrove is unique and is an asset that is sustainable. Not a lot of people want to leave Millgrove. We have passion and it is in a good location. It should be considered as a heritage property. We need community partners. Childcare here is seamless.
 - Greensville also needs to be preserved.
 - Transitions are a concern.
 - Multiple transitions are least desirable.
 - Student safety is a concern where a public park connects to a school.
 - As responsible parents it will be important to deliver positive aspects and positive messages to our kids.
 - Sidewalks are a concern and need to be considered.
- Appreciation was extended to committee members for their hard work and dedication.

Any further comments can be submitted to ARCinfo@hwdsb.on.ca

8. Next Steps

- Next Working Group Meeting # 6 - December 11, 2013 at Greenville Elementary School
- Next Public Meeting # 4 - January 22, 2014 at Greenville Elementary School

9. Adjournment

The meeting adjourned at 9:00 p.m.

Handouts

- Agenda
- Presentation

West Flamborough

Accommodation Review Committee

Public Meeting # 3

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Dr Seaton – December 4th, 2013



Welcome and Introductions

Why we are here tonight?

- Review the work completed to dated by the Accommodation Review Committee (ARC)
- Share the committee's Guiding Principles from community discussions at Public Meetings
- Presentation of the ARC's DRAFT options
- Group Discussion and Community Input
- ***No decision has been made: this is why we are here***

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

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.”



Where Are We in the Accommodation Review Process?

Board Approval June 2013

- Preliminary School Accommodation Review Report

Preparation Phase June 2013-Sept 2013

- Preparation of background material
- Committee members are appointed

Community Review Phase Oct 2013-Jan 2014*

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)

Board Review Phase Feb 2014 – May 2014*

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting

Projected Decision by Trustees May 2014*

Public Meetings

October 2nd, 2013 - Complete
November 6th, 2013 - Complete
November 13th, 2013- Complete
December 4th, 2013
January 22th, 2014

Working Group Meetings

October 2nd, 2013 – Complete
October 16th, 2013 – Complete
October 30th, 2013 – Complete
November 13th, 2013– Complete
November 27th, 2013- Complete
December 11th, 2103
January 15th, 2014
January 29th, 2014



Work Completed by the Accommodation Review Committee

Since Our Last Public Meeting #2B:

- 5th Working Group Meeting
- Reviewed community feedback from Public Meeting #2B along with Guiding Principles to assist the committee with forming options
- School Tours (completed 4 of 5 schools)



Committee Guiding Principles

Process of creating Guiding Principles

- Examining recorded data from public meetings
- Reading through data
- Focusing of main ideas and identifying patterns in the data
- Summarizing the main themes and developing a list of common principles to help in decision making

Guiding Principles for Decision Making

Program Offerings

Transportation

Resources

21st Century Learning

Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion

Principle #2: Transportation

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)

Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation

Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces

Other Considerations

- **Timeline:** extended to at least September 2015 or until facilities/construction are completed
- Commit to quality teaching learning environments that support student achievement
- **Facilities:** School facilities and infrastructure meet the needs of our students in the 21st century

- **Program offering:** ensure that we have specialty rooms (e.g. technology, science lab, music, French space, art rooms, learning resource) along with technology that is current-date
- ensure quality and consistency of programming (see above) across all children within the Accommodation Review Area

- **Transportation:**
 - Will not exceed 45 minutes
- **Transition points:**
 - Resources: when/if a school closes then the resources move



Accommodation Review Committee DRAFT Options

In creating our Options, our best thinking to date is:

- extended to at least September 2015 or until facilities/construction are completed

- French Immersion is not part of recommendations

Option #1

- Close all 5 schools.
- New school on Spencer (for Spencer, Millgrove and Greensville)
- New site (Beverly Central Community Centre) for Beverly and Seaton.
 - This involves a realignment of catchment area to generally balance the two schools' populations.



Discussion - Benefits or Challenges?

Option #2

- Close Millgrove and Greensville and renovate Spencer Valley (making it a JK-8).
- Close Beverly and Seaton with a new JK-8 school on the Beverly Central school site.
 - This involves a realignment of catchment area to generally balance the two schools' populations.



Discussion - Benefits or Challenges?

Option #3

- New school for Seaton and Beverly at a central location.
- Greensville goes to a renovated Spencer Valley (JK-8).
- Millgrove remains open status quo or we explore the viability of a JK-8.
 - There would be no change in current catchment area.



Discussion - Benefits or Challenges?

In creating our Options, our best thinking to date is:

- Greensville school and site: to close
- Seaton school and site: to close
- Beverly Central school to close, site is an option for a new school
- Spencer Valley: site to stay open



Group Discussion



Next Steps:

- Next 2 working group meetings the committee will refine accommodation options based on public consultations
- At Public Meeting #4 a Draft Committee Accommodation Report with its interim accommodation Option(s) will be presented
- If you have any ideas of your own please share with an accommodation committee member from your school or at arcinfo@hwdsb.on.ca

Next Public Meeting

January 22nd, 2013

at Greensville Elementary School

Objective

Present Draft ARC Report with Option/s

Next Working Group Meeting

December 11th, 2013

at Greensville Elementary School

Thank You



Elementary
**ACCOMMODATION
 Review Committee**

T.3d

ARC



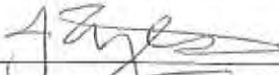

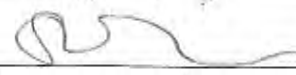
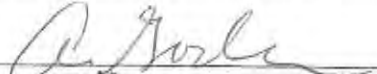
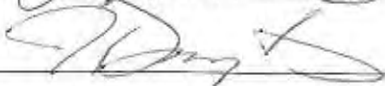

**Accommodation Review Committee- West Flamborough
 Committee Members
 Public Meeting # 3 - December 04, 2013
 Sign-in Sheet**

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candice Goodale	
Beverly Central parent representative from School Council/Home and School	Melissa Slote	
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenneuval	
Beverly Central teaching or non-teaching staff	John Belanger	
Beverly Central teaching or non-teaching staff	David Wardell	
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee	
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie	
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey	
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro	
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire	
Greenville parent representative from School Council/Home and School	Callie Matthews	
Greenville parent representative from School Council/Home and School	Kristin Glasbergen	
Greenville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom	
Greenville teaching or non-teaching staff	Cairine Grantham	
Greenville teaching or non-teaching staff	Heather Ryan	
Millgrove parent representative from School Council/Home and School	Jessica Dymont	

Accommodation Review - West Flamborough
Public Attendees
Public Meeting # 3 - December 04, 2013
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
J. Hunter.	Millgrove	J. Hunter
J. McLaren	Millgrove	J. McLaren
G. Allen	Millgrove	Gina Allen
HEATHER WRIGHT	SEATON	Heather Wright
Angela Gray	Millgrove	AG
Ev Post	Millgrove	Ev Post
Jennifer Pansford	Millgrove	J. Pansford
Susan moellar	Beverly Central	Susan Moellar
Amanda Regier	Millgrove	Amanda Regier
Nancy Paulitzki	Seaton	Nancy Paulitzki
Dan Meyer	Millgrove	Dan Meyer
Arthur R. Hill	Beverly	Arthur R. Hill
Kirsten McNamee	Beverly	Kirsten McNamee
Shauna Topp	Beverly + Seaton	Shauna Topp
Teresa Noack	Seaton + Beverly	Teresa Noack
Vanessa DiSalvo	Seaton & Beverly	Vanessa DiSalvo

Accommodation Review - West Flamborough
Public Attendees
Public Meeting # 3 - December 04, 2013
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Jamie Small	Millgrove	
Anita Burnett	Beverly Central	Anita Burnett
Phil Zylstra	Millgrove	
Jessica Zylstra	Millgrove	
Sandra Sobnick	Beverly	
Wanda Alger	Millgrove	W. Alger
Michelle Roswell	Beverly	M Roswell
Marsha Schoeman	Beverly	Marsha Schoeman
ALF MAND	BEVERLY	A. Mand
TERRI MAND	BEVERLY	T. Mand
Jason Bainbridge	Millgrove	J. Bainbridge
Sue Lawlor	Seaton/Beverly	
Kristin Weber	Greenville	K Weber
Angie Gordon	Greenville	
Jen Dwytras	Seaton	
Debbie Moore	Millgrove	



Elementary
**ACCOMMODATION
 Review Committee**

T.3d

ARC

**Accommodation Review - West Flamborough
 Public Attendees
 Public Meeting # 3 - December 04, 2013
 Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
Allison Blain	Millgrove	
Lise Ciavarella	Millgrove	
Tricia Waldron	millgrove	
Roselyn VanderBloom	Millgrove	
Valerie Norris	Seaton /	
Zoey Heaney	BC	
Clare Smith	Millgrove	
John Hansen	Millgrove	



Elementary
 ACCOMMODATION
 Review Committee

T.3d

ARC

Accommodation Review - West Flamborough

Public Attendees

Public Meeting # 3 - December 04, 2013

Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Jennifer Smithyes	Spencer Valley	J. Smithyes
Tanya Kuhl	Seston	T. Kuhl
Niki Gerritsen	Beverly	N. Gerritsen
Amy Nilsson	Beverly Central	A. Nilsson
Denise Carte Combs	Bev. Central	D. Combs
Pam Sungic	Bev Central	P. Sungic
Angela Higgins	Seston	A. Higgins
DIANNE GORNISH	FLAMBOROUGH REVIEW	Dianne Gornish
Weng + Lind Ted	Malvern	W. Lind
TANNA HOGAN	DUNDANA FRENCH IMMERSION	T. Hogan
Janeaviller-Fortune	Greenville	J. Fortune

West Flamborough Accommodation Review Committee

Public Meeting # 4

Wednesday, January 22nd, 2013

6:00 p.m. – 9:00 p.m.

**Greenville Elementary School
625 Harvest Road, Greenville, ON**

Agenda

1. Call to Order – Superintendent Dr. Mag Gardner, Chair
2. Agenda
 - 2.1 Additions/Deletions
 - 2.2 Approval of Agenda
3. Purpose of the Meeting – why we are here
4. Where the committee is in the process
5. Accommodation Review Committee (ARC) Guiding Principles and other Considerations
6. Committee Draft Report
7. Committee Draft Options
8. Group Discussions of ARC options
9. Next Steps
10. Adjournment

Next Working Group Meeting – January 29th, 2013 at Spencer Valley ES

All Accommodation Review Committee Meetings are open to the public

**West Flamborough - Accommodation Review Committee
Public Consultation Meeting # 4
Wednesday, January 22, 2014
6:00-9:00 p.m.**

**Greensville Elementary School
625 Harvest Road, Greensville, ON**

Minutes

ATTENDANCE

Committee Members

Chair - Mag Gardner

Voting Members - Sara Ardiel, Karen Baillie, Pamela Beech, John Belanger, Tania Brittain, Jessica Dymont, Colleen Evans, Cairine Grantham, Brett Humphrey, Anthony Hunter, Rachel Kott, Patti Lee, Callie Matthews, Shelley McGuire, Stephanie Munro, Marguerite Richer, Heather Ryan, Melissa Slote, Sue VanEgdom, David Wardell

Non- Voting Members - Stewart Cameron, Doug Dunford, Kate Fischer, Eddie Grattan, Karen Turkstra

Regrets

Voting Members - Kristin Glasbergen, Candice Goodale, Janine Vandenheuval

Non- Voting Members - Kim Short,

Resource Staff

Bob Fex, Jackie Penman, Ellen Warling,

Recording Secretary

Kathy Forde

Public - 49 public attendees were present - Beverly Central (7), Dr. John Seaton (3), Greensville (8), Millgrove (28), MPP Ted McMeekin Representative (1), City Councillors (2)

1. Call to Order

Mag Gardner welcomed everyone to the meeting and provided introductions. Committee members Sara Ardiel, Brett Humphrey and Callie Matthews co-facilitated the meeting.

2. Agenda

2.1 Additions/Deletions

Nil

2.2 Approval of Agenda

Approved.

3. Purpose of the Meeting - why we are here

The five schools under review (Beverly Central, Dr. Seaton, Greensville, Millgrove, Spencer Valley) are not fully populated so the task has been to determine how to make best use of the facilities. The intent of the meeting was to review the process, share the recommendations developed to date and gather further feedback.

4. Where the Committee is in the Process

The committee has been working for several months reviewing large amounts of data and public input while developing recommendations. Costs are high and decisions are tough. It has been an intense process. A respectful environment has been essential for working collaboratively where emotions are high. One more working group meeting will take place to finalize details and complete the ARC report. Both the committee recommendation(s) and staff option will be presented to the Director in February. Once the Director receives the report, there is a 30-day period to present the recommendations to trustees. Public delegations then have an opportunity to express any concerns. Trustees are expected to make their final decisions in May. The process has provided an opportunity for rich discussions that will inform the decisions that are made. Information is available on the Board's website at www.hwdsb.on.ca.

5. Accommodation Review Committee (ARC) Guiding Principles and Other Considerations

Callie Matthews advised that since the last public meeting two working group meetings have taken place where data and public input continued to be reviewed based on the guiding principles and key considerations. Members have toured each school and also visited Guy B. Brown to view the facilities of a new school. The guiding principles (program offerings, transportation, resources, 21st century learning environment) were reviewed. Key considerations include the timeline, quality teaching and learning environments, facilities, program offerings, transportation and transition. French Immersion has been raised but is an issue separate from the ARC process.

6. Committee Draft Report

Mag Gardner indicated that the committee has developed options and a draft ARC Report. The table of contents was reviewed. Section 3 focuses on the recommendations and rationale that will go forward. As the process evolved the committee found their discussions focused on a western portion (Beverly Central, Dr. Seaton) and eastern portion (Greensville, Millgrove, Spencer Valley) of the study area. Feedback from the meeting will be considered as details are finalized.

7. Committee Draft Options

- **Committee Option - Part 1: West Section**

Close Beverly Central & Dr. Seaton schools. Build a new JK to 8 school with a capacity of 350 in partnership with the City of Hamilton at the Beverly Community Centre.

Contingency if Community Centre is not attainable:

Close Beverly Central & Dr. Seaton schools. Build a new JK to 8 school with a capacity of 350 on the Beverly Central school site.

Brett Humphrey presented Part 1 noting that preliminary discussions with the City have occurred to explore potential for building on the Beverly Community Centre site. Failing availability of this site, the committee recommends closing both schools and building on the Beverly school site. Based on public feedback, preference is for a new school. Once both schools are closed, utilization rates will improve. This option meets all objectives. Input can still be provided.

- **Committee Option - Part 2: East Section**

Close Greenville, Millgrove, and Spencer Valley schools. Build a new JK to 8 school with a capacity of 525 on the Spencer Valley site.

or

Close Greenville & Spencer Valley schools and build a new JK to 8 school with a capacity 350 on the Spencer Valley site. Millgrove School remains status quo and remains as a Spencer Valley feeder school for grades 6-8.

Sara Ardiel presented Part 2 noting that the committee has not settled on final details. There has been a strong voice from the Millgrove community to keep Millgrove open as a K-5 school.

Mag Gardner added that throughout the process, committee members have contributed, reflected and referenced the guiding principles as a way of staying on track. The idea of recommending new schools supports the committee's view of creating a 21st century learning environment that offers students modern facilities and technologies, enables extra-curricular activities, enriches resources, and takes them into the future.

8. Group Discussions of ARC Options

Rather than group discussions, public attendees preferred an open floor. Questions and answers and comments are noted below.

Questions & Answers

Boundaries

Q. Perhaps we should look beyond our boundaries?

A. Noted. Declining enrolment is a challenge across the province. It is a topic of conversation among educational leaders and school planners.

Daycare

Q. With the new build is there any space allocated to daycare?

A. Across Ontario, before and after school care is now mandated to be provided where viable. The Ministry does not dedicate money to care for children younger than three years of age. The committee would have to look at a special request to fund space for the provision of daycare for children at 0-3 years of age. The possibility of daycare would have to be explored during the design phase. Dollars would have to be acquired at this same time.

Enrolment Data

Q. Numbers from the report indicate 401 students between Seaton and Beverly, which is higher than 350.

A. Over the long term that number is expected to go down.

Q. Why is there a discrepancy in numbers from October to now?

A. Numbers at the initial public meeting have since been refreshed for accuracy.

Q. Do the numbers take into consideration turnover and growth?

A. Yes, through the City and Board numbers basically will stay the same in this area as little new development is expected. Numbers have been declining over time so even projected numbers can be considered steady without any significant change. Numbers were explained at an earlier Public Meeting.

Q. Are any numbers available to determine the accuracy of previous projections – say 10 years ago?

A. The methodology in projections 10 years ago might have been different so it would be difficult to compare against current numbers. In terms of research you have to consider the scope of evidence. With enrolment projections, you look at what has happened provincially and municipally including changes in rural development and Greenbelt legislation. Factors related to birthrates, the number of households and the size of households would be different today than what they were 10 years ago. An economic downturn will impact projections so the accuracy is based on provincial and city forecasts. Data has been posted on the Board's website at www.hwdsb.on.ca for viewing. Comments noted.

Facilities

Q. What is a 21st century school?

A. It is about all the available programming and resources so kids are better prepared for high school. It includes things like technology, adequate gym space, dedicated music rooms, specialty rooms, and dedicated science labs.

Q. What is the ideal school size? Is there any differentiation between rural and urban schools?

A. Small schools are difficult for programming and for providing extra-curricular activities. Increased student population reduces the number of split classes. When teachers from two classes of the same grade collaborate it helps student learning and achievement. In a school of 300-350, students have an opportunity to mix with other classes and peers as they move through elementary grades. Schools of 100 are hard to serve and are expensive.

Q. I moved here to raise my kids in a small school in a small community but things may change.

A. A facility of 300-500 kids is not considered a large school. It is not efficient to keep small schools running. Changes are needed due to declining enrolment and high maintenance costs.

Funding

Q. What has happened with the Ministry's fiscal situation?

A. The Ministry provides capital priorities funding for all 72 Boards in Ontario on an annual basis. HWDSB submits approximately eight to 10 capital projects that are ranked in priority by trustees. Submissions go forward in October and funding is usually announced in February. Boards aligned with community partners are often considered favourably due to efficiencies in dollars and space. The Ministry also values public consultation.

Greensville

Q. Any talks to find a way to partner with the City to gain lands at Greensville?

A. No talks specifically. It was discussed within the committee but was not considered to be the best option.

Q. Why are there two options for Greensville?

A. There are two options because both communities have stated they want schools in their individual communities. There is a significant feeling of loss for both Greensville and Millgrove parents. We also want to balance community desire with Ministry directives so we can get the most value for our students.

Q. What will happen to the land and park at Greensville if it is closed?

A. The school property is put up for sale through a priority list of local school boards, colleges, universities and agencies for fair market value. If nobody is interested it goes to a tender process or open market.

Location

Q. Would you consider building on the Seaton site?

A. Yes, Seaton was considered to get everybody as close as possible in terms of proximity but water quality was a concern based on public feedback.

Q. Can you expand on conversation with the City?

A. Conversation focused on exploring items related to site suitability, septic, parking and traffic to build a school for 350 students. Discussions are ongoing with the City at the staff level. The possibility of a new build needs to be determined before pursuing further dialogue on how to engage to share the site and how to facilitate a new build.

Q. Has the property north of Greensville and south of Freulton been considered as middle-ground?

A. Not sure if the Board owns any land in this area.

New School

Q. Building a new school for September 2016 seems really ambitious.

A. Dates are a guideline only. It takes roughly 18 months to build a new school. The committee does not want kids in a state of transition so students will not move until a new school is ready.

Q. If Millgrove remains open what are the chances of building a new school?

A. It is unknown but public feedback for a new school was well expressed.

Q. Does the community get involved in the design of a new school? Will fundraising be needed to provide basic stuff like scoreboards?

A. Public consultation around building design is not part of the policy. We do however learn and grow stronger through public voice. In terms of funding allocations, whenever you build a new school the budget comes from various places to cover different things such as bricks and motor and books, etc. It is too early in the process to detail budget allocations although it has been discussed. If schools are closing we would be looking to utilize as many existing resources as available along with the standard items used to outfit a school. We are not building in a brand new neighbourhood.

Q. What happens to the kids during construction if the new build is on the same site?

A. Kids are segregated if possible while construction is underway. Each situation would have to be determined individually. This group does not want to see the learning disrupted. Depending on space available, buildings may be constructed with a second floor to allow sufficient greenspace.

Option Evaluation

Q. How do you keep Millgrove open when it has a lower utilization rate than Greensville? Are costs a factor? Is there an alternative motive like timing for bringing schools into the ARC? Why would the Board drag a school into the ARC then close it?

A. In addition to utilization rates, factors include school size, location, the existing environment and renewal costs versus new school costs.

Q. Have all options been preliminarily costed in terms of capital costs and renovations?

A. Yes, costs have been reviewed and are posted.

Q. What success will the ARC have in asking for two schools?

A. We are optimistic. We were told to ask for what we want and to strive high. Money saved from maintenance of schools that close can be better used towards a new school(s).

Process

Q. If the provincial government changes next election, will it change the ARC process?

A. That is unknown. One would hope that a process of this size would continue but is speculative. We can only control our submissions for capital priorities funding and self-funding as needed and as available through the sale of properties and severances.

Spencer Valley

Q. Who owns the land adjacent to Spencer Valley? How are we to be assured the owner will not sell off and then turns it into something big? It will be important to understand what might be developed adjacent to Spencer Valley as any changes could mean more traffic and pollution.

A. Staff has not looked into that specifically. Karen Turkstra noted that the land behind Spencer Valley is owned by a developer but only six lots can be developed at a time. It is quite a rigorous process to get permission for development and it is difficult to change residential zoning to industrial.

Q. If the trustees do not like the options presented, what are the potential outcomes?

A. When the options are presented at the Board table, trustees can embrace the committee option(s) or the staff option or mix it up. A solution for all five schools is needed. Karen Turkstra has attended all meetings to listen to discussions, input and rationale as work evolved so is well informed.

Staff

Q. What is the impact to staff?

A. Teachers are employed by the Board not the school and there are processes in place. Terms are negotiated between the unions and the Board through the collective bargaining process.

Staff Option

Q. Will the Staff Option also be presented to trustees?

A. The Staff Option will be presented to trustees. An opportunity to adapt details and modify the draft is provided. A 30-day window is provided for the final Staff Option to be submitted to the Director. Once complete, the final Staff Option will be posted.

Student Impact

Q. Any consideration on the impact of putting three year olds in a population of 500 children and on buses?

A. New schools are designed to keep age groups in mind and segregated as needed. Positives include the opportunity for reading buddies and lunch room monitors. Many schools have JK-8 students that thrive. Also, we are in the last year of FDK implementation and much training has occurred. There is a lot of deliberate planning to ensure primary and junior divisions have effective learning environments.

Student Performance

Q. Do you look at student performance and how it compares to that of new schools? Are any percentages available?

A. There has been some discussion however performance is based on kids and teachers not facilities. It is unknown if any research is available comparing or connecting student performance with new schools. We do believe that when students and staff feel engaged and positive about a new school, this attitude leads indirectly to better achievement. We always strive to have our students perform well.

Q. Any correlation between EQAO scores and class size or school size?

A. Class size is determined by provincial mandate. In any elementary class you will not have a great disparity. There is a lot of research out there regarding engagement and achievement.

Transportation

Q. It seems the Board has no control over busing times. I have heard that guidelines are not enforced. I am concerned about my child in kindergarten having to ride a bus for over one hour to go to school.

A. This has been an ongoing item of discussion. The concern has been acknowledged. It is an important factor that we will put forward. With full implementation of FDK we do recognize that these young kids need to be considered since ages are now younger.

Q. Any thoughts on a dedicated JSK bus as was provided in the past?

A. The committee has talked about using more buses and smaller buses and will emphasize decreasing bus times. If we close schools then in theory we have more buses available to us.

Q. I am concerned about the value of my property. If kids have to travel long bus rides to school new families will not want to come into our neighbourhoods.

A. This concern has been noted numerous times. The goal is to look at communities in whole over the short term and long term.

Comments

- We need a central school site regardless of facilities.
- We want a new school as a personal priority.
- We need to consider creative ideas and recognize that schools could be on the chopping block again if nothing changes.
- It is a very emotional process.
- I worry about not coming together as a team.
- To get creative, we should ask someone to donate some land between here and Freelon.
- Every teacher knows my son - I do not want to be in a big school.
- Windows should be located on the south wall of a building to be more efficient and use less heat.
- We all commute and time is tight so maybe a restaurant should be incorporated in the Beverly Community Centre site if a new build is approved.

- St George is starting to grow and their school is also getting older so students may come into this area.
- Millgrove has the daycare nearby and is close to Waterdown so it makes sense to keep Millgrove open.
- The idea of a new school is fantastic - you do not want a small school - you need to avoid having grades 1-2-3 mixed in one class.
- New schools will be the better solution in 10 years from now.
- The idea of purchasing surrounding land should be included in the recommendation as a consideration.
- The best education in the best building is a priority for me as a parent. The overall objective should be to provide our kids with the best education possible.
- As a Greenville parent who moved from Waterdown to be near a rural school, if Greenville school is closing I do not have a voice so the next best option is to have a school on the Greenville site. We pay high taxes. We need to band together in Greenville and think about the future of our kids.
- I understand we are emotional about our preferences.
- Any consideration of a new school on the Greenville site as a possibility is appreciated.
- Environmental assessments should be done to ensure the best environments are considered.
- As a bus driver, there are guidelines that are adhered to. The Board needs to deal with the bus companies.
- Appreciation from the public was extended to committee members for their time and effort throughout the process.

9. Next Steps

Mag Gardner provided closing remarks. The committee has been very diligent and will continue to gather input. The challenge in the rural setting is the limitation with being creative. The Board is collaborating with other ARCs around the province to learn of opportunities and alternatives. Public input is important and does not end here. In the spring, delegations will be invited to speak to the trustees during their review. Dates still to be determined and posted. Comments and opinions can be submitted to your School Council representative or principal or via email by January 28th at 5:00 pm for review at the last Working Group Meeting scheduled January 29th.

- **Next Working Group Meeting # 8 - January 29, 2014 at Spencer Valley Elementary School**

10. Adjournment

The meeting adjourned at 9:00 p.m.

Handouts

- Agenda
- Presentation
- Draft ARC Report

West Flamborough

Accommodation Review Committee

Public Meeting # 4

Beverly Central
Dr Seaton
Greensville
Millgrove
Spencer Valley

Greensville – January 22nd , 2014

Why we are here tonight?

- Review the work completed to date by the Accommodation Review Committee (ARC)
- Share the committee's Guiding Principles from community discussions at Public Meetings
- Presentation of the ARC's DRAFT options
- Group Discussion and Community Input

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

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.”



Where Are We in the Accommodation Review Process?

Board Approval June 2013

- Preliminary School Accommodation Review Report



Preparation Phase June 2013-Sept 2013

- Preparation of background material
- Committee members are appointed



Community Review Phase Oct 2013-Jan 2014*

- Board Staff share school accommodation option
- Accommodation Review Committee develops recommendation(s)



Board Review Phase Feb 2014 – May 2014*

- Director's Accommodation Review Report
- Public delegations at Standing Committee Meeting



Projected Decision by Trustees May 2014*

Public Meetings

October 2nd, 2013 - Complete
November 6th, 2013 - Complete
November 13th, 2013- Complete
December 4th, 2013 - Complete
January 22th, 2014

Working Group Meetings

October 2nd, 2013 – Complete
October 16th, 2013 – Complete
October 30th, 2013 – Complete
November 13th, 2013– Complete
November 27th, 2013- Complete
December 11th, 2103- Complete
January 15th, 2014 - Complete
January 29th, 2014

Work Completed by the Accommodation Review Committee

Since Our Last Public Meeting #3:

- 6th & 7th Working Group Meetings
- Reviewed community feedback from Public Meeting #3 along with Guiding Principles to assist the Committee with forming options
- School Tours (completed 5 of 5 schools)

Committee Guiding Principles

Process of creating Guiding Principles

- Examining recorded data from public meetings
- Reading through data
- Focusing of main ideas and identifying patterns in the data
- Summarizing the main themes and developing a list of common principles to help in decision making

Guiding Principles for Decision Making

Program Offerings

~~*Transportation*~~

Resources

21st Century Learning

Principle #1: Program offerings

- Infrastructure for specialty programs -
 - Art Room
 - Music Room
 - Science Labs
- Accommodations for exceptional students
- Programs for cognitive-needs
- French immersion

~~Principle #2: Transportation~~

- Efficient bus riding routes
- Reduced riding times for our students
- The 60-minute guideline seems to be stretched so the guideline should consider other factors that impede the bus staying well within the guideline (e.g. redirection around a country block)

Principle #3: Current school resources

- If students move to a different facility, the current resources should move with the students
 - Playground equipment
 - SmartBoards
 - Computer equipment
 - Science lab equipment
 - Library books
- Costs to cover installation and training of these resources should be included in recommendation

Principle #4: 21st learning environment

- Technology needs
- Learner needs
- Large collaboration spaces
- Adequate power-supply and internet connections
- Consideration for how class times overlap and timing of shared resources to ensure the proper quantity and quality of time (e.g. gyms, computer labs)
- Infrastructure and adequate shared spaces

Other Considerations

- **Timeline:** extended to September 2016 or until facilities/construction are completed
- Commit to quality teaching learning environments that support student achievement
- **Facilities:** School facilities and infrastructure meet the needs of our students in the 21st century

- **Program offering:** ensure that we have specialty rooms (e.g. technology, science lab, music, French space, art rooms, learning resource) along with technology that is current-date
- ensure quality and consistency of programming (see above) across all children within the Accommodation Review Area

- ~~Transportation:~~
 - Will not exceed 45 minutes
- **Transition points:**
 - Resources: when/if a school closes then the resources move



Accommodation Review Committee DRAFT Report

Accommodation Review Committee DRAFT Report Table of Contents

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2. Accommodation Review Process
 - 2.1 Purpose of the Accommodation Review Committee
 - 2.2 Composition of the Accommodation Review Committee
 - 2.3 Meetings of the Accommodation Review Committee
 - 2.4 Resources Available to the Accommodation Review Committee
 - 2.4.1 School Information Profiles
 - 2.4.2 Staff Recommendation
 - 2.4.3 School Tours
 - 2.4.4 Resource Staff
 - 2.5 Communication Strategy
 - 2.6 Community Input

Accommodation Review Committee DRAFT Report
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3. Accommodation Review Committee Recommendation
 - 3.1 Accommodation Review Committee Rationale
 - 3.1.1 Financial Impact
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5. List of Appendices

Accommodation Review Committee DRAFT Options

Committee Options: Part 1

Part 1: West Section

Close Beverly Central & Dr. Seaton schools

Build a New JK to 8 school with a capacity of 350 in partnership with the City of Hamilton at the Beverly Community Centre

Contingency if Community Centre is not attainable....

Close Beverly Central & Dr. Seaton schools

Build a New JK to 8 school with a capacity of 350 on the Beverly Central school site.

Committee Options: Part 1 - Utilization

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Beverly Central (2016 consolidated school #'s)	230	166	164	152	142	356	341	327	323	323	316	324
		72%	71%	66%	62%	102%	97%	93%	92%	92%	90%	92%
Dr. John Seaton	348	243	225	228	222	0	0	0	0	0	0	0
		70%	65%	66%	64%	0%	0%	0%	0%	0%	0%	0%

Committee Options: Part 2

Part 2: East Section

Close Greensville, Millgrove, and Spencer Valley schools.

Build a New JK to 8 school with a capacity of 525 on the Spencer Valley site.

OR

Close Greensville & Spencer Valley schools and build a New JK to 8 school with a capacity 350 on the Spencer Valley site.

Millgrove School remains status quo and remains as a Spencer Valley feeder school for grades 6-8

Committee Options: Part 2 - Utilization

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Greensville	222	197	194	182	182	0	0	0	0	0	0	0
		89%	88%	82%	82%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	171	0	0	0	0	0	0	0
		81%	79%	78%	89%	0%	0%	0%	0%	0%	0%	0%
Spencer Valley (2016 consolidated school #'s)	369	177	189	197	187	534	516	508	503	500	500	490
		48%	51%	53%	36%	102%	98%	97%	96%	95%	95%	93%

OR

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Greensville	222	197	194	182	182	0	0	0	0	0	0	0
		89%	88%	82%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	171	175	174	179	170	169	168	166
		81%	79%	78%	75%	77%	76%	79%	75%	74%	74%	73%
Spencer Valley	369	177	189	197	187	358	343	330	333	331	332	324
		48%	51%	53%	51%	97%	93%	89%	90%	90%	90%	88%

Overview of Rationale for Committee

Decisions:

- Supports 21st century learning and prepares students
Once report is delivered to Director
- Closures provide an opportunity for new schools
- Provides equitable learning environments for our rural communities
- Reduce the need for split grade classes
- Increase extracurricular activities and students resources
- Provides a more central location for young students



Group Discussion



Next Steps:

- At the last working group meeting the committee will finalize the accommodation option/s and finalize our Report to the Director of Education
- Once report is delivered to Director
 - Timeframe for delegations to Trustees
 - Timeframe for Trustee Decisions

Timeframe Schedule

- No less than 30 days from the time the Director receives the Committee's Report can community consultation begin (e.g. delegations)
 - Estimated scheduling of community consultation with Trustees
 - Between 1st week of March and 2nd week of May
 - 4 ARC processes to be heard in this timeframe
 - Estimated scheduling for Trustee decisions
 - Between 3rd week of May and end of June
 - 4 ARC Trustee decisions to be heard in this timeframe

If you have any ideas of your own please share with an accommodation committee member from your school or at arcinfo@hwdsb.on.ca

Next Working Group Meeting

**January 29th, 2014
at Spencer Valley Elementary
School**

Thank You

West Flamborough Elementary Accommodation Review

Beverly Central – Dr Seaton – Greensville – Millgrove –
Spencer Valley

DRAFT # 1, JANUARY 22, 2014

This draft does not constitute the final report the West Flamborough Accommodation Review Committee will be submitting to the Director of Education. It represents a Draft report and includes Draft Options to be presented to the Public at Public Meeting # 4 for consultation.

Report To: Director of Education
Hamilton-Wentworth District School Board

Report From: West Flamborough Accommodation Review Committee

Submitted: January XX, 2014

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1. Executive Summary

At the June 17th, 2013 Board meeting, Trustees approved a recommendation to initiate the West Flamborough Accommodation Review which included Beverly Central, Dr. Seaton, Greenville, Millgrove, and Spencer Valley. 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 being reviewed for the Board of Trustees' consideration and decision. The West Flamborough Accommodation Review Committee (ARC) comprised of a principal, parents, teachers and a trustee began its work on October 2nd, 2013.

This report outlines the recommendation of the West Flamborough Review Committee and details the work completed by the ARC throughout the entire process.

DRAFT

2. Accommodation Review Process

In June 2009, the Ministry of Education revised their “Pupil Accommodation Review Guidelines” which outline the necessary steps to follow when school closures are being considered. In accordance with the guidelines, the Hamilton-Wentworth District School Board revised its Pupil Accommodation Review Policy (No. 3.8, Appendix XX), in May 2013.

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

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

2.1 Purpose of the Accommodation Review Committee

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The purpose of the Pupil Accommodation Review Policy is to provide direction regarding pupil accommodation reviews undertaken to determine the future of a school or group of schools.

The Accommodation Review Committee (ARC) serves as an advisory body to the Board of Trustees of the Hamilton-Wentworth District School Board. The mandate of the West Flamborough 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 programming 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.

During the community consultation process, the Committee adopted four (4) Guiding Principles in particular to focus on as they worked through their decision making. They were:

- a) Program Offerings: infrastructure for specialty programs (Art, Music, Science rooms) and accommodation for exceptional students.
- b) Transportation: efficient bus riding times and routes.
- c) Resources: current resources ‘move’ with students (playground equipt., smartboards, computer equipt., science lab equipt., library books)
- d) 21st Century Learning: technological and learner needs, large collaboration spaces, classroom timing of shared resources (e.g. computer labs, gym), and infrastructure and adequate shared spaces

2.2 Composition of the Accommodation Review Committee

The Board's policy stipulates that voting ARC membership will consist of the following persons:

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

In accordance with the above composition guidelines the table below represents the West Flamborough Accommodation Review Committee membership list:

Position	Name
Accommodation Review Committee Chair	Mag Gardner
Voting Members	
Beverly Central parent representative from School Council/Home and School	Candice Goodale
Beverly Central parent representative from School Council/Home and School	Melissa Slote
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenheuval
Beverly Central teaching or non-teaching staff	John Belanger
Beverly Central teaching or non-teaching staff	David Wardell
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire
Greensville parent representative from School Council/Home and School	Callie Matthews
Greensville parent representative from School Council/Home and School	Kristin Glasbergen
Greensville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom
Greensville teaching or non-teaching staff	Cairine Grantham
Greensville teaching or non-teaching staff	Heather Ryan

Millgrove parent representative from School Council/Home and School	Jessica Dymont
Millgrove parent representative from School Council/Home and School	Sara Ardiel
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter
Millgrove teaching or non-teaching staff	Marguerite Richer
Spencer Valley parent representative from School Council/Home and School	Colleen Evans
Spencer Valley parent representative from School Council/Home and School	Tania Brittain
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech
Spencer Valley teaching or non-teaching staff	Rachel Kott

The Accommodation Review Committee had resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:

- The Trustee(s) of each school(s) under review;
- The Trustee(s) of associated schools;
- The Superintendent(s) of Student Achievement for each school(s) under review;
- The Principal from each school under review
- Administrative support for minute taking;
- Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
 - support to ensure compliance with the Board's policy and procedure;
 - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
 - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests

Non- Voting Representatives	
Area Trustee	Karen Turkstra
Beverly Central Principal	Doug Dunford
Dr John Seaton Principal	Eddie Grattan
Greenville Principal	Kate Fischer
Millgrove Principal	Stewart Cameron
Spencer Valley principal	Kim Short
Facilities Management Resource Staff	Ellen Warling – Manager of Planning & Accom
Planning and Accommodation Resource Staff	Bob Fex – Senior Planner
Administrative Support Staff	Kathy Forde

2.3 Meetings of the Accommodation Review Committee

In preparation for the four public meetings, the ARC was also involved in eight (8) 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 2nd, 2013, Spencer Valley)**

Members of the Public in Attendance: 25

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 #2, the ARC held the following working group meetings:

- Working Group Meeting #1 (October 2nd, 2013)
- Working Group Meeting #2 (October 16th, 2013)
- Working Group Meeting #3 (October 30th, 2013)

*Public Meeting #1 and Working Group #1 were both held on October 2nd, 2013

b) **Public Meeting #2A (November 6th, 2013, Millgrove)**

Members of the Public in Attendance: 33

At the second public meeting, resource staff and committee members provided an overview of the accommodation review process, work completed by the ARC and School information Profiles (SIP). After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #2B, the ARC held the following working group meeting:

- Working Group Meeting #4 (November 13th, 2013)

*Public Meeting #2B and Working Group #4 were both held on November 13th, 2013

c) **Public Meeting #2B (November 13th, 2013, Beverly Central)**

Members of the Public in Attendance: 30

At the second public meeting, resource staff and committee members provided an overview of the accommodation review process, work completed by the ARC and School information Profiles (SIP). After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #3, the ARC held the following working group meeting:

- Working Group Meeting #5 (November 27th, 2013)

d) **Public Meeting #3 (December 4th, 2013, Dr Seaton)**

Members of the Public in Attendance: 53

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 three proposed accommodation options and discussed the next steps of the committee. After the presentations, the public engaged in facilitated group discussion. In preparation for Public Meeting #4, the ARC held the following working group meetings:

- Working Group Meeting #6 (December 11th, 2013)
- Working Group Meeting #7 (January 15th, 2013)

e) **Public Meeting #4 (January 22nd, 2014, Greenville)**

Members of the Public in Attendance:

At the fourth public meeting, ARC members provided an overview of the accommodation review process and their final recommendations. The presentation provided an outline of the ARC report that will be presented to the Director of Education. The Committee presented a two part Option to the public for consultation. After the presentations, the public engaged in facilitated group discussion. In preparation for finalizing the Committee Option/s and their final report to the Director of Education, the ARC held the following working group meeting:

- Working Group Meeting #8 (January 29th, 2013)

The final Working Group Meeting (#8) on January 29th, 2014 was held after the public meeting to review community input from Public Meeting #4 to finalizing the ARC option and report. Detailed 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 accessing potential accommodation options. These resources include the School Information Profiles (Appendix XX), the ARC resource binder and the knowledge of resource staff. All of the information contained within the resource binder (including the School Information Profiles) was made available to the public via the ARC website and has been included in the appendices of this report.

2.4.1 School Information Profiles

Prior to the commencement of the ARC, the Board in accordance with the Ministry of Education Guidelines developed and approved a School Information Profile. The SIP is a "tool" available to the ARC designed to provide an overview of each of the schools based on the following considerations:

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

The SIP document provided a starting point and the ARC then customized each school profile to address unique local factors which should be considered during the ARC process. Review of the SIP allowed the ARC members to gain a better understanding of all the schools involved in the process.

2.4.2 Staff Recommendation

As outlined in the Ministry of Education Pupil Accommodation Review Guidelines (Appendix XX), the Hamilton-Wentworth District School Board presented an alternative accommodation option which

addressed the objectives and Reference Criteria as outlined in the Terms of Reference. The option created by Board staff proposed the closure of Beverly Central Elementary school in June 2014 and the relocation of those students to Dr. Seaton Elementary School beginning in September 2014. The option also proposed the closure of Greensville Elementary school in June 2014 and the relocation of those students to Spencer Valley Elementary School beginning in September 2014. Lastly, the option proposed a boundary change relocating a portion of the current Greensville boundary to Millgrove Elementary School beginning in September 2014 (Appendix XX).

2.4.3 School Tours

Tours of the facilities involved in the ARC process were conducted prior to public and working group meetings. During that time, ARC members were provided with the opportunity to participate in a guided tour of schools by a committee member. The tours included examination of the interior (i.e., gymnasium, classrooms, library, washrooms, etc.). An additional Public Meeting was scheduled in order that all schools communities would be awarded the opportunity to provide their voice in their own schools. An optional tour of Guy Brown was conducted at the request of the Committee in order to conceptualize current day construction and building layouts.

2.4.4 Resource Staff

Resource staff were made available at all public and working group meetings to assist the ARC members in deciphering any information in the resource binder and to address any questions regarding Board/ Ministry of Education policies and guidelines. Resource staff members were also available to respond to requests for additional information from the ARC, as directed by the Chair.

2.5 Communication Strategy

Very early on in the process the Board realized the importance of developing an effective communication strategy to ensure that the community was continuously informed throughout the process. Notice of the public meetings was provided to the public through flyers sent home by the schools with the students, the Board's (ARC) website, and advertisements in local community newspapers (Appendix XX). All public meeting notices included the date, time, location, purpose, contact name and number. Child minding (at public meeting) and bus tickets were available to the public upon request.

2.6 Community Input

Community input was an integral part of the Accommodation Review process. Throughout the entire process the public was encouraged to share their ideas and comments through email, voicemail and through the group discussion period at all of the public meetings. Members of the community were also welcome to attend all working group meetings as observers of the process.

3. Accommodation Review Committee Recommendation

The West Flamborough Accommodation Review Committee evolved through the review process to examine the schools into 'sections' – the West and the East. The West included two of the five schools. They are Beverly Central and Dr Seaton. The East included the remaining three schools – Greenville, Millgrove, and Spencer Valley. In the West, the Committee had reached consensus on our recommendation. The Committee recommends the closure of Beverly Central and Dr Seaton and the construction of a new 350 capacity JK to 8 school in partnership with the City of Hamilton at the Beverly Community Centre. If the Beverly Community Centre concept is unattainable, the Committee recommends the construction of a new 350 capacity JK to 8 school on the Beverly Central school site.

Part 1: West Section
Close Beverly Central & Dr. Seaton schools Build a New JK to 8 school with a capacity of 350 in partnership with the City of Hamilton at the Beverly Community Centre
Contingency if Community Centre is not attainable....
Close Beverly Central & Dr. Seaton schools Build a New JK to 8 school with a capacity of 350 on the Beverly Central school site.

The East section of schools in this accommodation review are - Greenville, Millgrove, and Spencer Valley. The Committee has identified equal support for two options representing these three schools and are recommending the following to options referred to as Part #2: the closure of Greenville, Millgrove, and Spencer Valley schools and the construction of a new 525 capacity JK to 8 school on the Spencer Valley site; or the closure of Greenville and Spencer Valley and the construction of a new 350 capacity JK to 8 school on the Spencer Valley site - Millgrove school remains status quo and remains as a Spencer Valley feeder school for grades 6-8.

Part 2: East Section
Close Greenville, Millgrove, and Spencer Valley schools. Build a New JK to 8 school with a capacity of 525 on the Spencer Valley site.
OR
Close Greenville & Spencer Valley schools and build a New JK to 8 school with a capacity 350 on the Spencer Valley site. Millgrove School remains status quo and remains as a Spencer Valley feeder school for grades 6-8

A Boundary map depicting Part 1 and the closure of Greenville, Millgrove, and Spencer Valley schools

and the construction of a new 525 capacity JK to 8 school on the Spencer Valley site is shown in Map #2 on page 12.

A Boundary map depicting Part 1 and the closure of Greensville and Spencer Valley and the construction of a new 350 capacity JK to 8 school on the Spencer Valley site - Millgrove school remains status quo and remains as a Spencer Valley feeder school for grades 6-8. See Map #3 on page 13.

All Existing inner boundaries would be consolidated for each part but no further changes to the internal boundaries.

3.1 Option Utilizations (dependent on Committee final Option)

Option – Part 1, Facility Utilization: As of October 31st 2012 the enrolment for Beverly Central was 166 and a school utilization of 72% - Dr. Seaton's enrolment was 243 with a utilization of 70% (Table 1). Combined Beverly Central & Dr Seaton school enrolment was 409 and a combined utilization of 70%. The combined enrolments of these schools are projected to decrease to 356 by 2016. A new school with a capacity of 350 would equate to a utilization of 102% in 2016. Future projected enrolment would decline 92% utilization in 2022.

Table 1: Facility Utilization Part 1

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Beverly Central (2016 consolidated school #'s)	230	166	164	152	142	356	341	327	323	323	316	324
		72%	71%	66%	62%	102%	97%	93%	92%	92%	90%	92%
Dr. John Seaton	348	243	225	228	222	0	0	0	0	0	0	0
		70%	65%	66%	64%	0%	0%	0%	0%	0%	0%	0%

Option – Part 2 (a), Facility Utilization: As of October 31st 2012 the enrolment for Greensville was 197 and a school utilization of 89%; - Millgrove's enrolment was 183 with a utilization of 79%; and, Spencer Valley's enrolment was 177 with a utilization of 48% (Table 2). Combined, Greensville, Millgrove, and Spencer Valley enrolments were 557 and a combined utilization of 68%. The combined enrolments of these schools are projected to decrease to 534 by 2016. A new school with a capacity of 525 would equate to a utilization of 102% in 2016. Future projected enrolment would decline 93% utilization in 2022.

Table 2: Facility Utilization Part 2 (a)

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Greensville	222	197	194	182	182	0	0	0	0	0	0	0
		89%	88%	82%	82%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	171	0	0	0	0	0	0	0
		81%	79%	78%	89%	0%	0%	0%	0%	0%	0%	0%
Spencer Valley (2016 consolidated school #'s)	369	177	189	197	187	534	516	508	503	500	500	490
		48%	51%	53%	36%	102%	98%	97%	96%	95%	95%	93%

Option – Part 2 (b), Facility Utilization: As of October 31st 2012 the enrolment for Beverly Central was 166 and a school utilization of 72% - Dr. Seaton’s enrolment was 243 with a utilization of 70% (Table 2). Combined Beverly Central & Dr Seaton school enrolment was 409 and a combined utilization of 70%. The combined enrolments of these schools are projected to decrease to 356 by 2016. A new school with a capacity of 350 would equate to a utilization of 102% in 2016. Future projected enrolment would decline 92% utilization in 2022.

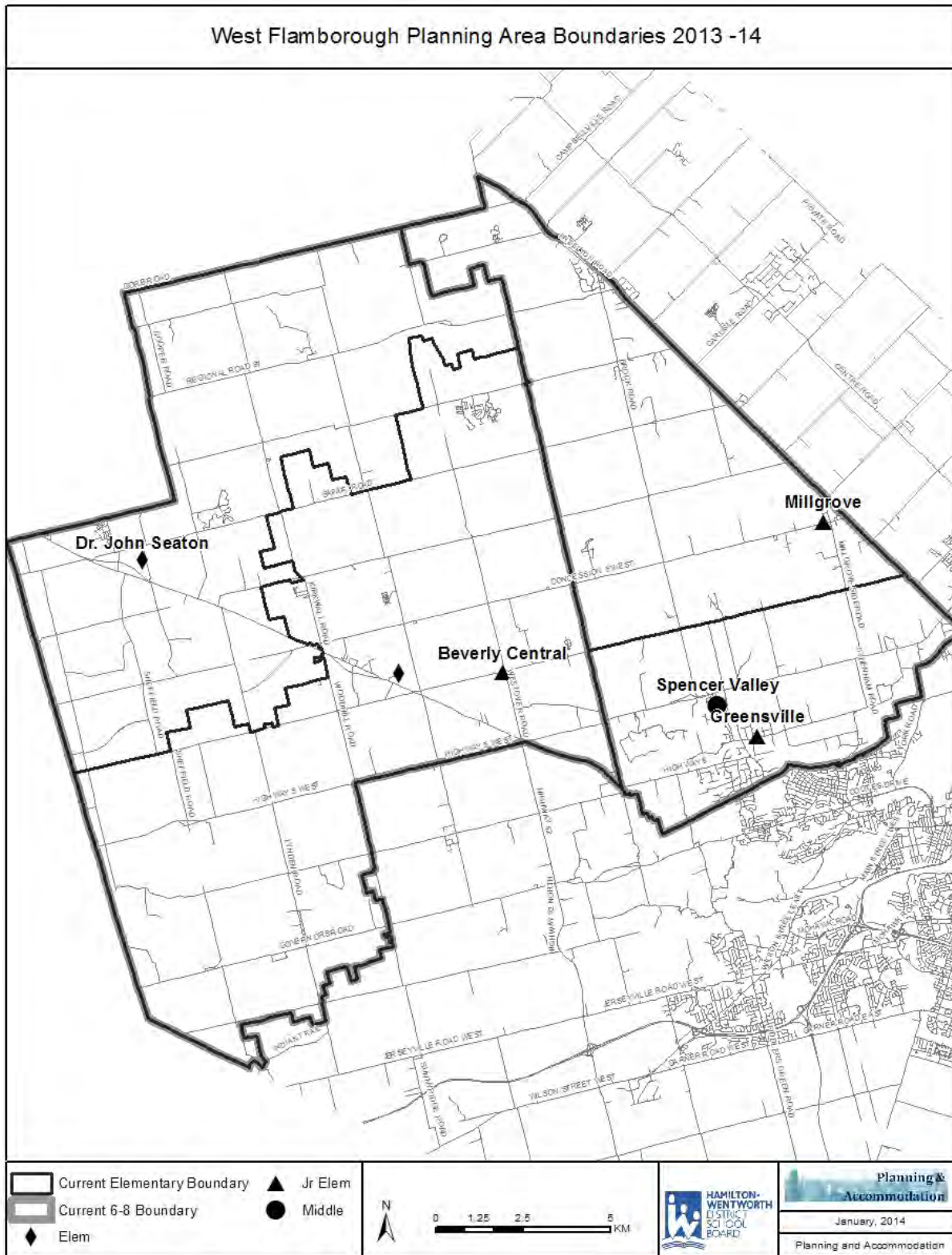
Table 3: Facility Utilization Part 2 (b)

School	OTG	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Greensville	222	197	194	182	182	0	0	0	0	0	0	0
		89%	88%	82%	0%	0%	0%	0%	0%	0%	0%	0%
Millgrove	227	183	178	177	171	175	174	179	170	169	168	166
		81%	79%	78%	75%	77%	76%	79%	75%	74%	74%	73%
Spencer Valley	369	177	189	197	187	358	343	330	333	331	332	324
		48%	51%	53%	51%	97%	93%	89%	90%	90%	90%	88%
Total	1,396	966	950	936	904	890	858	835	826	822	815	814
		69%	68%	67%	96%	94%	91%	88%	88%	87%	86%	86%

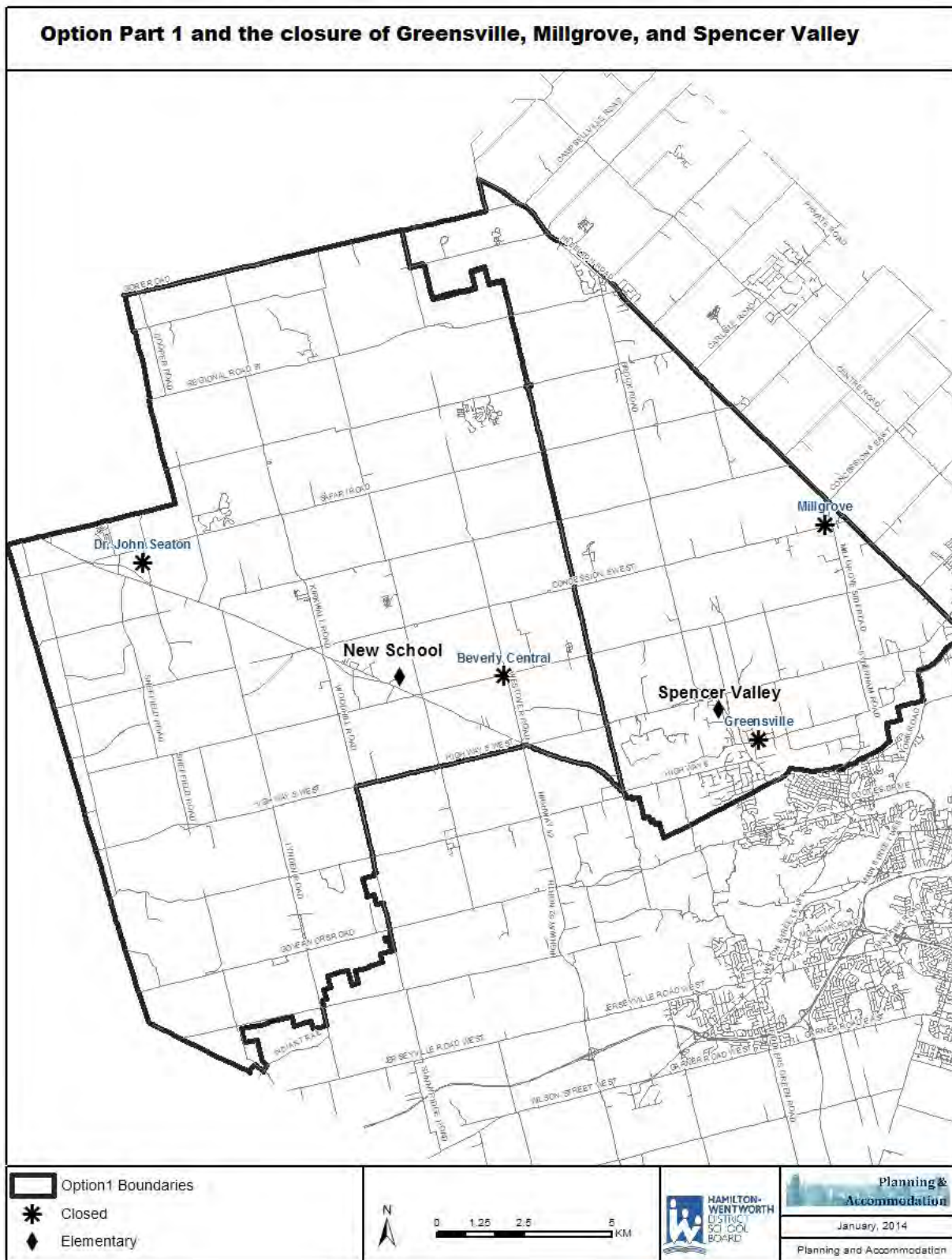
Total West Flamborough Facility Utilization: As of October 31st 2013 the enrolment for all five schools is 950 which equate to an overall utilization 68%. Combined there are 446 excess pupil places between the five schools. By consolidating*to be complete once Committee Option finalized....*

INSERT TABLE HERE once Committee Option finalized

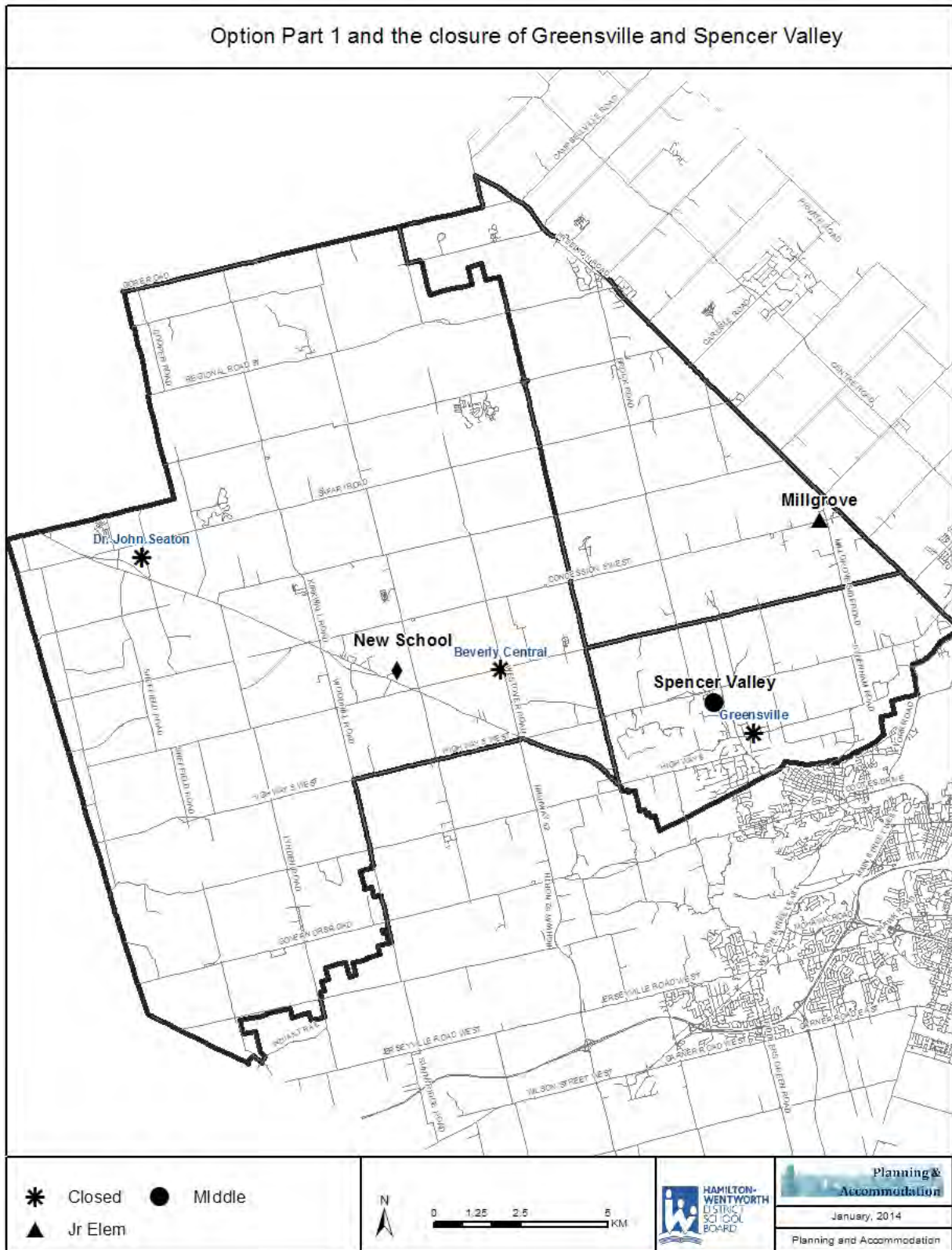
Map #1: Current Situation



Map #2: Arc Option Part 1 and the closure of Greenville, Millgrove, and Spencer Valley



Map #3: Arc Option Part 1 and the closure of Greenville and Spencer Valley



3.2 Accommodation Review Committee Rationale

The West Flamborough Accommodation Review Committee is recommending a two part Option for the Board of Trustees' discretion. As this is the largest geographical planning area within the Hamilton-Wentworth District School Board, the option has been segregated into 2 parts – Part 1 focused on the West side of the geographical area including those students that attend Beverly Central School and Dr. Seaton schools. The East side of the geographical planning area includes those students that attend Greenville, Millgrove and Spencer Valley School - Part 2.

The committee is recommending these closures for several reasons. We recognize enrolment is low and schools are underutilized. With the current FCI factors of the school, the value to build (verses replace and modify the schools) would provide an infrastructure that supports 21st century learning and allow for proper collaboration spaces, science rooms, art rooms, music rooms, etc to be established. The key reasons include –

- Supports 21st century learning and prepares students in their immediate years leading to high school with proper science labs, art rooms, music rooms
- Significant savings from removing 4 or 5 old schools with 2 new schools in the eastern part being over 100 years old
- Providing the same equitable learning environment for rural students as seen in other HWDSB urban centres (e.g. Guy Brown in Waterdown and Sir William Osler in Hamilton)
- Limits the number of transitions for students as children attend the same school from JK to grade 8
- Consolidating schools will increase enrolment and reduce the need for split grade classes, and increasing extracurricular activities and students resources.
- Consolidation will also reduce the number of school transitions.
- Provides a more central location for young students attending Millgrove school for JK to Grade 5, respecting the distance that young students in the northern part of the geographical area to travel
- Allowing the Millgrove students to create undiluted ties with their Millgrove peers from JK-5 with whom they will attend middle school at Spencer Valley and then continue on to high school. As per the secondary boundaries, Millgrove students will continue on to secondary school in Waterdown and Greenville students will continue on to Secondary school in Dundas.
-

Caveats for both options

- New schools will be complete before students' transition into them - No transitional spaces.
- Proposed timeframe for new school completion is September 2016
- Transportation ride times were identified as important considerations

In developing our final recommendation/s, the ARC has successfully used the reference criteria and their adopted guiding principles to fulfill their mandate based on the following factors:

- a) **Facility Utilization:** Maximize the use of Board owned facilities over the long term.
- b) **Permanent and Non-permanent Accommodation:** The ARCs proposal includes only the use of permanent space for the long term future.
- c) **Program Offerings:** The ARC has not proposed any changes to the programs currently offered at this compliment of schools.
- d) **Quality Teaching and Learning Environments:** Consolidation of schools within this planning area will 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. A larger school also allows for greater flexibility in class composition, program offerings and teacher assignments. In addition, a larger school often offers greater choice for co-curricular (e.g., school events, excursions) and extra-curricular activities (e.g., clubs, athletics).
- e) **Transportation:** Currently, the walking distances for elementary aged students are 1.0 km for JK and SK students and 1.6 km for students in grades 1-8. Due to the rural locations of all schools, almost all students receive bussing. All students who qualify for bussing would be eligible as per the current Transportation Policy. Consolidation of schools would reduce the number of destination schools from **five to three** (dependent on Committee's final option) which should drive efficiencies while still transporting same number of students. However, the rural community is unique due to the geographical distance that students must travel to attend school. It is vital that within this recommendation, we have the Transportation Services consider extra buses, smaller buses and more efficient routes to minimize travel time on average each month including in winter months, farming season and construction season.
- f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships. On June 26th, 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 West Flamborough Accommodation Review area.
- g) **Equity:** The construction of new schools will be in accordance with the Integration Accessibility Standards Regulation to create a barrier free and accessible Ontario. All HWDSB schools must be accessible by 2025. In terms of transportation, all students would still have access to transportation

and travel time will remain less than 60 minutes as per the HWDSB Transportation Policy (Appendix XX). All students will also continue to have the same access to program, extracurricular and learning resources.

3.3 Financial Impact

The construction of ## new school/s is summarized in Table 4. The table is a comparison of costs if no changes occur (status quo) at all schools and the cost of building ## new schools.....

Table to be inserted....

Over the past few years HWDSB has been allocated funding from the Ministry of Education to implement the FDK program. There is FDK funding remaining from reduced scope projects throughout the system. Reduced scope projects were completed at schools designated to be in an accommodation review. The remaining funding can be used to create FDK spaces at the new schools.

When comparing the ARC option and Status Quo there is a projected savings of approximately \$## million in renewal dollars. Renewal includes the replacement and upgrading school components (mechanical, structural, electrical etc.) that no longer function properly. In the chart, total renewal dollars also include an allowance to meet Ministry of Education suggested benchmarks for gym size, administrative space, staff space and library space. Renewal needs are addressed and prioritized on a yearly basis as part of the annual capital renewal plan completed by Facilities Management. Proceeds of disposition are another available source of funding for capital projects. The proceeds of disposition value is an estimation based the average value of rural property in HWDSB's inventory. The value has a +/- 20% range and will vary based on market conditions. Incorporating the savings from proceeds of disposition, the final balance needed to fund ARC option ## is \$## compared to the Status Quo cost of \$## which is a savings of approximately \$##.

Additional projected yearly administration and operational savings can be seen in table # below.

Table to be inserted....

4. Summary

In June 2013, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Beverly Central, Dr. Seaton, Greensville, Millgrove, and Spencer Valley. The Accommodation Review was initiated by Trustees to address the long-term viability of this group of schools.

In recent years, enrolment at these schools has steadily declined as the population has matured and there has been a shift in demographics. An Accommodation Review Committee (ARC), consisting of parents, a principal, teachers, non-teaching staff and a trustee began their work in October 2013 to develop an accommodation option for the five schools contained within the ARC. Over the course of eight (8) Working Group Meetings, five (5) 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 ## possible accommodation options. Through further consultation and feedback from the community the ARC choose to recommend ## options – as described above – to the Director of Education and Trustees for the Hamilton-Wentworth District School Board.

5. List of Appendices



Elementary
**ACCOMMODATION
 Review Committee**

T.4e

ARC

**Accommodation Review Committee- West Flamborough
 Committee Members
 Public Meeting # 4 - January 22, 2014
 Sign-in Sheet**

Position	Name	Signature
Accommodation Review Committee Chair	Mag Gardner	<i>present</i>
Voting Members		
Beverly Central parent representative from School Council/Home and School	Candice Goodale	
Beverly Central parent representative from School Council/Home and School	Melissa Slote	<i>Melissa Slote</i>
Beverly Central parent representative <u>not</u> from School Council/Home and School	Janine Vandenheuval	<i>regrets</i>
Beverly Central teaching or non-teaching staff	John Belanger	<i>J Belanger</i>
Beverly Central teaching or non-teaching staff	David Wardell	<i>D Wardell</i>
Dr. John Seaton parent representative from School Council/Home and School	Patti Lee	
Dr. John Seaton parent representative from School Council/Home and School	Karen Baillie	<i>Karen Baillie</i>
Dr. John Seaton parent representative <u>not</u> from School Council/Home and School	Brett Humphrey	<i>B Humphrey</i>
Dr. John Seaton teaching or non-teaching staff	Stephanie Munro	<i>Stephanie Munro</i>
Dr. John Seaton teaching or non-teaching staff	Shelley McGuire	<i>Shelley McGuire</i>
Greenville parent representative from School Council/Home and School	Callie Matthews	<i>Callie Matthews</i>
Greenville parent representative from School Council/Home and School	Kristin Glasbergen	
Greenville parent representative <u>not</u> from School Council/Home and School	Sue VanEgdom	<i>Sue VanEgdom</i>
Greenville teaching or non-teaching staff	Cairine Grantham	<i>Cairine Grantham</i>
Greenville teaching or non-teaching staff	Heather Ryan	<i>Heather Ryan</i>



Elementary ACCOMMODATION Review Committee

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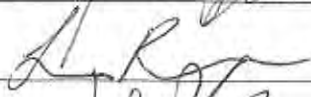
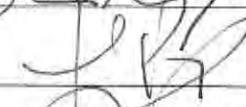

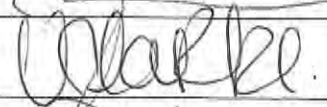
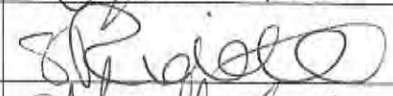

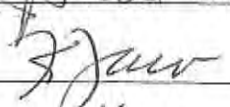
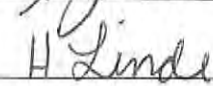
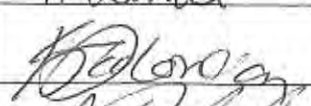
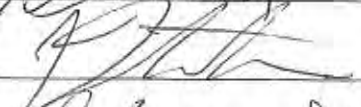
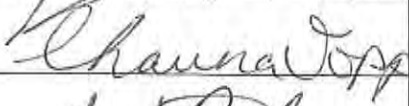


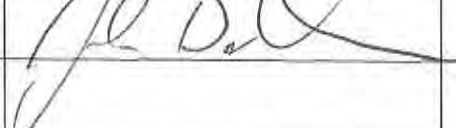
ARC

Millgrove parent representative from School Council/Home and School	Jessica Dymant	present
Millgrove parent representative from School Council/Home and School	Sara Ardiel	Sara K Ardiel
Millgrove parent representative <u>not</u> from School Council/Home and School	Anthony Hunter	Anthony Hunter
Millgrove teaching or non-teaching staff	Marguerite Richer	Marguerite Richer
Spencer Valley parent representative from School Council/Home and School	Colleen Evans	C Evans
Spencer Valley parent representative from School Council/Home and School	Tania Brittain	T Brittain
Spencer Valley parent representative <u>not</u> from School Council/Home and School	Pamela Beech	P Beech
Spencer Valley teaching or non-teaching staff	Rachel Kott	R Kott
Non- Voting Representatives		
Area Trustee	Karen Turkstra	K Turkstra
Beverly Central Principal	Doug Dunford	present
Dr. John Seaton Principal	Eddie Grattan	E Grattan
Greenville Principal	Kate Fischer	K Fischer
Millgrove Principal	Stewart Cameron	Stewart Cameron
Spencer Valley Principal	Kim Short	absent
Planning Resource Staff	Bob Fex	present
Administrative Support Staff	Kathy Forde	K Forde
Facilities Resource Staff	Ellen Warling	ELW.
Facilities Resource Staff	Dan Del Bianco	—
Corporate Communications	Jackie Penman	present

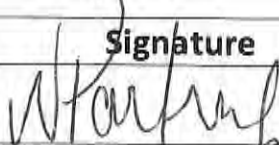

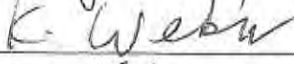








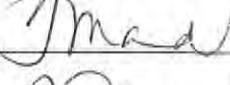
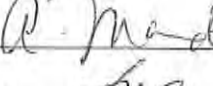
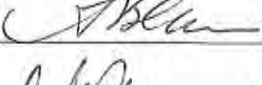
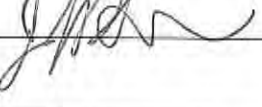
Accommodation Review - West Flamborough
Public Attendees
Public Meeting # 4 - January 22, 2014
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Leanne Forkas	Greensville PS	L Forkas
HEATHER WRIGHT	SEATON	Heather Wright
Nancy Johnson	Greensville	Nancy Johnson
Angela Gray	Millgrove	Angela Gray
Nancy Shaw	Millgrove	Nancy Shaw
PAUL ROYLE	MILLGROVE	Paul Royle
TRACY SPEISER	MILLGROVE	Tracy Speiser
Tim Reemeyer	millgrove	Tim Reemeyer
Gina Allen	Millgrove	Gina Allen
Susan Moeller	Beverly Central	Susan Moeller
ROSE STEINENBERG	Ber Central	Rose Steinenberg
Cedricenne Farthauer	millgrove	Cedricenne Farthauer
Rose Adameit	millgrove	Rose Adameit
Karen Breitner	millgrove	Karen Breitner
Julie Hunter	Millgrove	Julie Hunter
Ruth LeRoy	Greensville	Ruth LeRoy

Accommodation Review - West Flamborough
Public Attendees
Public Meeting # 4 - January 22, 2014
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
Jason Bambridge	Millgrove	
Laurie Reemeyer	Millgrove	
Jackie Parry	Millgrove	
Joyce Richardson	Seaton	
Victoria Clarke	Millgrove	
Sarah Riadell	Millgrove	
Celine Gaviller-Fortune	Greenville	
Krista Law	Millgrove	
Heather Linde	Millgrove	
Karen Daw-Londen	Millgrove	
Jeannie Fletcher	Millgrove	
Shauna Topp	Rev. Central/Seaton	
Ev Post	Millgrove	
Robert Pasuta	Councillor ward 14	
John Bauman	MILLGROVE	

Accommodation Review - West Flamborough
Public Attendees
Public Meeting # 4 - January 22, 2014
Sign-in Sheet

Name (please print)	School Affiliation (if any)	Signature
NICOLA PALFREY	MILLGROVE	
Angela Betts	Millgrove	
Kristin Weber	Greenville	
Teresa Noack	Beverly Central / Seaton	
Kirsten McNamee	Bev Central	
Thia Waldron	Millgrove	
Anita Burnett	Beverly central	
MIKE CAMPBELL	GREENSVILLE	
BERNADETTE CURTIS	on behalf of Ted McMeekin	
Rosalyn VanderBoon	Millgrove P.S.	
Wendy Teed	Millgrove P.S.	
Terru Mand	B.C. / Seaton	
Alf Mand	B.C. / Seaton	
Allison Blain	Millgrove	
Jeff Blain	Millgrove	



Elementary
**ACCOMMODATION
 Review Committee**

T.4e

ARC

**Accommodation Review - West Flamborough
 Public Attendees
 Public Meeting # 4 - January 22, 2014
 Sign-in Sheet**

Name (please print)	School Affiliation (if any)	Signature
Audrey de Koning	Greensville	<i>Audrey de Koning</i>
Shannon Cobham	Greensville	<i>Shannon Cobham</i>
Judy Partridge	Councillor	present

Correspondence #1

To: Robert Fex
Subject: Fwd(3): West flamborough ARC

Dear Nancy Ruth,

Thank you for your email regarding the elementary accommodation review process that is currently underway at Hamilton-Wentworth District School Board (HWDSB). We appreciate the time you took to share your thoughts on the staff recommendation for West Flamborough.

I would like to pass along your email to the Accommodation Review Committee for reference. In doing so, your name will become part of the public record. If you have any concerns about having your information shared, please advise and we will ensure the information is removed.

Thanks kindly,

Kathy Forde

----- Original Message -----

Good afternoon,

I am a resident of Millgrove on the east end of 4th concession. I attended the public meeting on October 2nd and I wanted to make the HWDSB aware that I am very pleased with the staff recommendation that was presented.

My two daughters are not yet in school but will be in the next couple of years. I was not happy with having to send my daughters to Greensville when I live so close to Millgrove elementary simply because I live on the south side of 4th concession.

The new proposed catchment boundaries for Millgrove Elementary make much more sense to me and I am hopeful the new boundaries will be made official when the ARC is complete.

Thank you,
Nancy Ruth

Correspondence #2

Dear Angie Gordon,

Thank you for your email regarding the elementary accommodation review process that is currently underway at Hamilton-Wentworth District School

Board (HWDSB). We appreciate the time you took to share your thoughts on boundary mapping for Greenville.

I would like to pass along your email to the Accommodation Review Committee for reference. In doing so, your name will become part of the public record. If you have any concerns about having your information shared, please advise and we will ensure the information is removed.

Thanks kindly,

Kathy Forde
Elementary ARC Support

----- Original Message -----

Hello,

I am writing in response to the letter sent home to parents from Pamela B. Reinholdt dated October 3, 2013 concerning preliminary accommodation option presented by Board Staff that recommends, "The southeast portion of Greenville's current JK-5 boundary to be assigned to Milllgrove." After consulting the ARC website, I haven't been able to identify the exact boundary changes mentioned in the letter. "Southeast portion" is vague. Can you please provide me with a map of the proposed changes or clarify where the new boundaries will be?

Thank you,
Angie Gordon

Correspondence #3

Hi,

Reading the letters coming home about the West ARC involving Greenville and millgrove schools, what is the proposed boundary changes. I found the current boundary map on the website but millgrove is not listed on the map. I live in the south east portion and want to know what changes are proposed for the second option of closing Greenville school. Also I understand that the secondary west arc mentions the millgrove students will attend Waterdown school. Waterdown high is not listed on the secondary arc. Will the new boundary showing the closing of Greenville change the boundaries for the high school? As these situations affect our family It would be nice to know where our children will be attending.

Thank you for your time.

Working Group Meeting # 4 Correspondence

Correspondence #1

Good morning,

I am a parent of Greenville School and attended the public meeting on Wed. Nov. 6. I will not be able to make the next public meeting on Wed. Nov 13, and as such would like to propose some ideas to the ARC working group.

1. I propose the closure of 4 of the 5 schools including; Beverly Central, Greenville, John Seaton, and Millgrove.
2. I propose that a new K-8 school be constructed to accommodate the students of Beverly Central and John Seaton. There could be a few options for the site of this school including the existing Seaton site as well as the Beverly Community Centre, pending Greenbelt approval.
3. I propose that Spencer Valley be significantly renovated to a K-8 school to accommodate the students of Greenville and Millgrove. This would also include adding on a community centre/recreation facility and increasing the size of the parking lot of Spencer Valley.
4. At both of these proposed school sites, consideration for community partnerships could be considered, such as;
 - Partnership with daycare centre for before and after care and full day care for infant/preschool kids.
 - Relocate Greenville Pubic library and add on as part of renovation at Spencer
 - Approach City of Hamilton to determine if willing to co-fund community centre at Spencer Valley with pool, and jointly used recreation/gym facilities. After school hour recreation programming could occur here.
 - Approach City of Hamilton to determine co-funding to renovate Beverly community centre if necessary, or to co-fund rec/gym facilities at the Seaton site.
 - Approach other community organizations such as YMC to see if satellite location is feasible with jointly used rec/gym facilities at Spencer Valley
 - Approach private organizations/businesses to determine interest in renting out facilities for after school hours.

We could make Spencer Valley the hub of the Greenville community by looking at other options for school/land use to open up for use by the community for after-school hours. The same thoughts could be applied to the Seaton/Beverly school.

Nicole Pontefract, B.Sc., KIN, R.KIN

Registered Kinesiologist

Correspondence #2

Good afternoon,

I am writing with respect to the West ARC Elementary School review. I would like to request that additional information pertaining to the FCI (Facilities Condition Index) be disclosed by the HWDSB. I would like to know the specific details with respect to the FCI analysis and how the FCI number was achieved for each school under review. This information should be made public so that suitable options can be presented to the ARC committee.

I appreciate your attention to this matter.

Kind regards,
Nicole

Nicole Pontefract, B.Sc., KIN, R.KIN

Correspondence #3

October 31, 2013

Dear Ms. Turkstra,

We moved to Greensville in the Tews Lane / Medwin area 3 years ago, and one of our main motivating factors was because of the excellent reputation of Greensville Public School. We have two young daughters, our oldest of who is now in Grade 1. Our experience with the school since starting JK has been nothing but extremely positive and the school has providing an excellent start to our daughter's educational experience. This is in terms of the excellent quality teaching, the supportive group of students across all grades, and the participation and involvement of the school from the local community members. Greensville School is an educational model that should be celebrated and expanded, not shuttered and closed.

We are extremely concerned about the recent proposal to close Greensville and potentially merge the school with Spencer Valley for a number of reasons.

First, the proposal to close Greensville appears to have been generated with very little to no input from the affected community and parents. My understanding after discussing with some of the current ARC members is the current proposal to merge Greensville with Spencer Valley has been presented to the ARC without any direct input until recently. In addition, the proposed timeline to close Greensville – if this does occur- by June 2014 is utterly irresponsible and unfathomable how this could even occur with any real renovations to Spencer Valley by September 2014, other than possibly some portables. This surely cannot be considered in the best interest of the students to rush such a dramatic move that may have significant negative repercussions on both the community and the students.

Secondly, at the recent meeting October 2 was the first public meeting to discuss this proposal, many questions regarding this proposal were either not answered or deferred for later discussion. There are many unanswered questions and information that is not being provided that we as the taxpayers and members of the community are entitled to be made aware of before a decision affecting all of West Flamborough is implemented. In addition and even more concerning, after speaking with some ARC members and reviewing what information is

11/10/2013

Working Group Meeting # 4 Correspondence

actually being provided to the ARC to make this decision, there seems to some very important information that could dramatically affect any recommendation that is not being provided. To many of us with students attending Greenville we are extremely concerned about this decision – which seems to already have been made, rather than presented for feedback or any meaningful discussion.

The ARC Terms of Reference on the Board website lists the following as being considered during the review of each school:

“School Information Profiles (SIP) are designed to help the ARC and the community to understand how well schools meet the objectives and the criteria outlined in the ARC terms of reference. The SIP includes data for each of the following four considerations about the schools: Value to the student

Value to the school board

Value to the community

Value to the local economy

We recognize that the school’s value to the student takes priority over other considerations about the school. A SIP will be completed by Board administration for each of the schools under review. The same profile is used for all schools under review within a planning area - See more at: <http://www.hwdsb.on.ca/elementaryarc/west-flamborough/school-profiles/>

I would like to highlight several points that should be strongly considered in the decision whether to close a School with such an excellent and storied history:

- Greenville Public School has been in existence since 1818 and has been a cornerstone of quality elementary school education for West Flamborough for many years. In fact, its history has been nothing less than outstanding throughout this period.
- Standardized Testing Scores for Grade 3 students have been in the top percentiles for both Math and Reading and higher than both the board averages and the provincial averages every years since Standardized testing began. This is testament to the quality of education and commitment of the teachers, students and parents of Greenville School. This also highly is supportive of the value to the student, the board and the community of this school.
- The ARC committee presented a series of projections for each school being reviewed. I would like to point out that when questioned on where this data was derived, we the parents were not provided with an answer. In addition, the board web site data states 3 different enrollment projections for Greenville. As you are well aware, West Flamborough is the fastest growing segment of Hamilton. However, despite that and using the projected enrollment numbers provided, it appears the board is expecting a reduction in enrollment in Grade 1-5 for the years 2017 through 2022. It is worth highlighting that using the Boards projected numbers, years 2017 -2022 actually see an expected higher number of enrollment in grades JK and SK than are current levels. As students are expected to continue on to Grades 1-5 this indicates that enrollment after 2022 will be expected to continue to high and utilization of the school functioning at or near 90 percent. At a minimum, the data presented by the Board needs to be more transparent as to it’s source, and consideration beyond a few years taken in to account.

Working Group Meeting # 4 Correspondence

- Walking distance and transportation to school. As a Sport and Exercise Medicine Physician, it is extremely important to me that schools provide as many opportunities for students to be physically active throughout the day in various forms. It is also a priority of the Canadian Pediatric Society, World Health Organization, and Ministry of Education of Ontario. On reviewing the current “Walking Distance” maps for both Spencer Valley and Greensville, currently the geographic distribution of students attending Greensville, approximately 80% of the students are within the “walking distance” to the school. This is an extremely valuable asset for students as it provides them the opportunity to walk or bike safely to school, increase their daily physical activity and encourage a healthy lifestyle. On a personal note, walking or biking to school has been one of my daughter’s favorite part of going to school since she was in JK. In contrast, if the students of Greensville are moved to Spencer Valley, it will mean that only 5-10 percent of the current students in JK-Grade 5 will be within walking distance. Aside from the added cost of bussing students, and the length students will spend sitting on busses rather than being active, this is a very concerning fact. Even if some students wanted to still bike or walk to school, for most current students would have to cross a busy intersection at Brock Road, and there is no sidewalks to get to Spencer Valley. It is worth pointing out that Canada has one of the highest rates of childhood obesity, and inactivity is a large part of this unfortunate statistic. As a Sport and Exercise Medicine physician, it is embarrassing that a board would not make access to school within walking distance a priority or look at alternate options that would still allow many students the option to walk to school.
- The other significant concern from the October 2, 2013 meeting is the timeline presented for this “preliminary option” to close Greensville School and merge with Spencer Valley. The timelines suggests closing Greensville as of June 2014 and shifting students for September 2014. For a “preliminary” option, this is an extremely aggressive time frame for no apparent reason, especially considering according to the ARC process and timelines, the final recommendations aren’t to be presented until May 2014. It is incomprehensible that the Board would make this decision with only 1 months before the start of the next school year and make any accommodations or infrastructure improvements to Spencer Valley to accommodate the influx of students that would be acceptable or with the education of the students in mind. It makes many of us seriously question whether the decision has already been made to proceed with this “preliminary option”. If after careful review of all the facts, it is clear that this option is a good decision, then proper planning and preparations should be made for the transition of students with the students best interest in mind, not the Boards or the Ministry of Education.

In summary, West Flamborough is a growing and committed community with many young families moving to the area, who have a vested interest in the quality and accessibility of our childrens education. Greensville School has a long standing reputation of superb academics and student enrichment as well as community involvement. It is not a school in significant decline in education or spirit. There are many unanswered and concerning facts that have presented in the “preliminary option” presented by the ARC at the first public meeting on October 2, 2014. We strongly request that the concerns of the community and parents of Greensville be considered and discussed. I welcome the opportunity to discuss these concerns before any final decision are made.

Sincerely,

Wade and Lori Elliott
20 Tews Lane
Dundas, ON

Correspondence #4

Ms. Turkstra and West Flamborough ARC Committee members,

After attending last evening's public meeting, I would like to comment on a few concerns that surfaced. There was a consensus that a proposal for one large school to house the current 5 schools was not in the best interests of the students or the communities. Therefore, to address the projected decreasing enrollment and fiscal challenges, it seems apparent that two solutions are needed to accommodate the needs and desires of the communities and students of our five schools.

It appears that due to student pathways and the large geographic area, there are two distinct groupings of schools in this ARC process: (a) Dr. Seeton and Beverly; and (b) Spencer, Greensville and Milgrove. The concerns of the parents representing each school group/area differs. Parents from Dr. Seeton and Beverly expressed their concerns about the current infrastructure of Dr. Seeton school, long transportation times and equality in education (rural vs. urban). Other than what I've gathered from last night's meeting, I'm not familiar with the challenges and issues of the school communities of Dr. Seeton and Beverly. Perhaps the amalgamation of these two schools in a new building in a more central location will address their needs (provided that this a financially viable option).

Parents of Milgrove and Greensville seem most concerned about losing their community schools that are currently thriving, the pathway of the students through the school system, and the possible fracturing of our communities due to proposed boundary changes.

I am a parent of two children currently attending Greensville School and another to enter JK in 2017. I would like to point out that without the decline of the projected enrolment at Spencer and Milgrove, there is no reason to target Greensville School for a closure at this time. Our current building amply houses the student population, our current utilization rate is 92%. Our EQAO results are outstanding. For a rural school, we have a large percentage of students who can walk to school. Our school yard is large and equipped to keep our children active, not to mention the school's proximity to Webster's Falls and the trail network to be developed behind the school. And, we have a before and after-school care program. I realize that the Board has deemed an "ideal school" as a JK to grade 8 with 500 to 600 students, but I believe that is a very narrow definition. The quality of education that my children are receiving at Greensville School is extremely high. Greensville School is my ideal school. I would prefer it not to close.

That being said, I understand that the Board has a responsibility to provide education in a fiscally responsible manner to all of its students. By amalgamating Greensville School *and* Milgrove School with Spencer Valley, we can create a school that fits with the "ideal school" criteria of the Board and, I believe, would allow the Board to deliver education to our children in a more fiscally responsible manner, while meeting our high standards. The resulting amalgamation of these three schools would offer many benefits. Namely, it will:

- (1) reduce the number of current and projected vacant student spaces;
- (2) decrease the number of split grade classes (due to a larger pool of JK to grade 5 students);
- (3) lower costs (administrative, maintenance and operational);
- (4) reduce the number of transitions for our students (core group of students together JK to Grade 8 then splitting in half for high school);
- (5) eliminate the need to separate a few families from their school communities due to proposed boundary changes.
- (6) allow for the Board to dispose of two school properties and reinvest those funds into improving the current facility at Spencer Valley to accommodate a primary and junior divisions.

Working Group Meeting # 4 Correspondence

- (7) decrease transportation times for many of our students (Greensville and Spencer currently share buses which adds additional travel time to current bus routes);
- (8) allow for the pooling of educational resources;
- (9) allow for the pooling of parent resources- fundraising, social functions, etc.

As this idea is of a greater scale than that brought forth by the Board, the timeline for implementation should be extended past 2014 to perhaps 2015 or beyond to ensure adequate funding is available to prepare the building for a tripling of its school population and the influx of primary and junior students.

Although I briefly mentioned this option at last night's meeting, I thought it prudent to present it to you in writing. No matter which option is selected, I know as a parent committee you are doing your best to ensure we maintain the high quality of education our children are currently receiving.

Thank you,
Angie Gordon

Greensville School Parent

Correspondence #5

Hi,

Reading the letters coming home about the West ARC involving Greensville and millgrove schools, what is the proposed boundary changes. I found the current boundary map on the website but millgrove is not listed on the map. I live in the south east portion and want to know what changes are proposed for the second option of closing Greensville school. Also I understand that the secondary west arc mentions the millgrove students will attend Waterdown school. Waterdown high is not listed on the secondary arc. Will the new boundary showing the closing of Greensville change the boundaries for the high school? As these situations affect our family It would be nice to know where our children will be attending.

Thank you for your time.

Correspondence #1

I wanted to express my concerns over the potential closing of Greensville Elementary school. I moved to the area with my husband just over 6 years ago while I was pregnant with our first child. One of the main reasons we chose this location was due to the proximity of the schools and having our children enjoy a "small community school". We are very privileged to be able to have the elementary school and middle school in our community.

With that said I realize that business is business and the money has to come from somewhere and quite possibly closing one of the schools. Although I do not want that closure to be Greensville and would love my children to be able to attend there I know it is an older school with limitations. I do have a few concerns:

1. The current school boundary should not change, students should not be used as bargaining chips to increase the enrollment numbers in other schools, these students have developed friendships and should be able to continue to stay with the Greensville students where ever they end up. I personally send my child to after school care at friends house (who runs a in home daycare) and she goes on the school bus to get there. There house is one of the few who would then have to go to Millgrove and no bus route would be available. She is very comfortable attending this daycare and to have to change let alone find another in the area is difficult.
2. If Spencer Valley were to become a JK - 8 school, I would not want my children to be put in a portable due to not enough space, they also would need a proper safe playground.
3. Bus routes to Spencer Valley, according to the bus routes online our house is just outside of the published bus routes (off harvest). However it is currently not safe to walk her to school, there are no sidewalks on Brock road leading up to the school, are the bus routes going to be evaluated?
4. As mentioned above one of the reasons we moved to the community and continue to stay in the community is due the schools, if for some reason Millgrove was the JK - 8 school we would considering moving out or contest the decision and look at sending her to Dundas as it would be a shorter drive.

Thanks
Karen

Correspondence #2

ARC committee,

Firstly, thank you for all the time you are dedicating to representing us as school communities to make a huge decision to better our children's education career and environment.

I am a mom of 3 children, 2 who currently attend Greensville and one who can't wait to go. When I first heard the possible closing of Greensville I was devastated to think that we would lose such a wonderful and historical school, we have families who are 5th generation students, something no other school has.

I am a member of Greensville's parent council and have attended several public meetings and have done a lot of listening. What I have heard is 5 schools with different wants and needs. If we want to better our children's school experience and environment I realize that sadly we need to close schools.

I feel the best option to meet the requirements of reducing empty seats and decreasing costs is to close Greensville and Millgrove and build a new K-8 school on Spencer Valley site, and when the building is complete move all the students into the brand new school. Until the new school is complete leave children in their current schools.

And to also do the same for Beverly Central and Dr. Seaton, as the boards proposed plan to band-aid Dr. Seaton and move all the students there is unacceptable. I am looking forward to attending the public meeting at Dr. Seaton to see the apparent poor condition of the school that I have heard from concerned parents.

Thank you for your time and commitment to our kids.

Sincerely, Kristin Weber
Greensville Public School

Correspondence #3

If the option selected by the Trustees involves an addition to an existing building or the building of a new school, what happens if funding requests from HWDSB are not granted by the Ministry? Does the status quo continue? Will they partially implement the selected option until funds are available? Will another option be selected?

Angie Gordon
Greensville School Parent

Correspondence #1

December 2, 2013

To the ARC Committee,

As residents of Freelon we are in the catchment for Millgrove. My daughter is enjoying her second year of school at Millgrove. Looking at a map of West Flamborough and where each of the 5 schools are located it is plain to see Millgrove's location is the only one that can reasonably serve the communities along the eastern boundary. Closing Millgrove would alienate these communities and their families.

Among the recommendations from the ARC committee is to close Millgrove and send our children to either a renovated Spencer Valley school. Since the majority of Millgrove students are bused in we would now be looking at unreasonably long commutes for our children. Can you imagine your 4 year old sitting on the bus for almost an hour just to get to school? Add to that the new all-day every day kindergarten 6 hour schedule then the ride home. Excessive? Yes...and unhealthy for any small child. There is no doubt busing Millgrove children to Spencer Valley would have a negative impact on our children's well-being and education.

I can't help but wonder what impact closing Millgrove would have on our property values. New families may question moving here knowing that the area has no schools within a reasonable distance.

The families of Millgrove choose to live rurally. Part of that includes rural schools. I moved away from Toronto and its 600 plus student elementary schools so my daughter could benefit from the smaller family and community-friendly experience provided by Millgrove. We moved to Freelon because we wanted to live in a rural setting. More and more it seems the urban creep of Hamilton disrupts our lives. Our property taxes have doubled since amalgamation and we have little or no city services to show for it. Can't they at least LEAVE OUR SCHOOLS ALONE!

Our school delivers results! Millgrove's teachers work with the students has consistently produced some of the Board's highest EQAQ results in Math, Reading and Writing. Every grade 3 student from last year met or exceeded the provincial governments EQAQ assessment. As the Flamborough Review put it ..." an achievement unmatched by any other class in Hamilton... In most schools across the Hamilton-Wentworth District board, however, math results are trending in the opposite direction." Not at Millgrove though... our school works.

I have no doubt the families of the other schools feel similar. The provincial government's current education policy forbids schools to have excess space and penalizes school boards that don't close schools. The Provincial government, the Hamilton City council and the HWDSB support an urban Ontario and leave the rural communities unsupported. They strip away our lifestyle and heritage as if it is nothing. Shame on you!

Millgrove School is located in a historically significant building. Do we get to celebrate our 100th anniversary in 2014 or will we be forced to lock the doors as the urbanization of rural Ontario continues unabated.

Sincerely,

J. Parry
A Millgrove Mom

Correspondence #2

Rosalyn & Robert Vanderboom
933 Brock Rd, RR#4
Dundas, ON
L9H 5E4
December 1/13

To the Working committee of the ARC

Regarding Proposed Solutions for the West Flamborough ARC review

As parents of children at Millgrove Public school (MPS) and Spencer Valley School (SVS), we would like to relay our concerns re: the proposed solution of consolidating five schools into two sites, for the following reasons;

1. Based on the geographical size of our West Flamborough catchment area, it is impossible to maintain timely transportation to two school locations. In reducing the number of sites and closing Millgrove school, the transportation times for those at the northern borders of our catchment will increase, which will significantly alter the fatigue and learning ability of our youngest students, by increasing the length of their day.
2. Merits of Millgrove school – Millgrove school has the advantage of a seamless day, with private daycare available to families almost everyday of the year, without adding transportation to attend full year daycare. This is not available at any other school site in West Flamborough.
3. Recommendation to reduce to two sites is not necessarily feasible based on limited septic capacity at all five available sites. Will well water capacity tests be completed?
4. **Value of Millgrove Public school site to HWDSB/Future planning** – this site has the lowest capital expenditures (current and at 10 years) of the five sites. This school site has potential value to provide accommodation support for the unpredictable growth & school accommodation needs of Waterdown. We do not want to experience another waste of taxpayers' dollars, similar to the ongoing high cost of the expropriation process at the Scott Park High school site. Lack of potential future school sites in this area is a real concern, due to the restrictions of the Greenbelt Planning Act. Let's keep three sites and avoid this!

It remains our desire to have our children attend school locally, at Millgrove Public school for grades K-5, Spencer Valley for grades 6-8, followed by Waterdown High school (WDHS). With regards to highschool, it remains important to our family that our children have the opportunity to attend at WDHS, based on proximity and the opportunities available to us in the town of Waterdown,

Sincerely,

Rosalyn & Robert Vanderboom

Cc Karen Turkstra
Cc Robert Pasuta
Cc Judy Partridge

Correspondence #3

Hello,

Thank you for considering our letter in regards to the possibility of closing Millgrove School. We are writing this email to voice our concerns as parents of children attending Millgrove Public school. Millgrove is a wonderful school with fabulous teachers and our children are thriving in this environment. Also, part of what makes them thrive is the close knit community of friends who also attend Millgrove. A smaller environment for the children to learn will provide a more 'one on one' learning experience. They will have ample opportunity to move into a larger school and meet new people when they proceed to their middle school and even more so when they attend high school.

We do feel that closing Millgrove would be a huge mistake for the children. We need to keep their best learning interests at heart and keep the school open. In our opinion smaller schools help in the development of stronger, smarter, and more compassionate children. The children are not likely to slip 'through the cracks' in this type of learning environment where as in a larger school, the potential is far greater. There is less potential for bullying in smaller schools. Combining these schools would open up new problems where this is concerned. Closing Millgrove will deplete the sense of close 'community' our children are taught in this environment. In attending this school our children have met wonderful friends whose entire families come together and support each other both emotionally and physically when there is need. This sense of close community will be lost if our children are thrown into a larger school.

Millgrove is worth fighting for to keep open! We are 100% against the Millgrove school closure.

Regards,

Nicole and Robert Safko

18 Gavin Dr

Freelton

.....

From:"Partridge, Judi" <Judi.Partridge@hamilton.ca>04/12/2013 12:13:36 PM

Thank you for taking the time to send me your comments regarding the Hamilton School Board review of Flamborough West Schools.

First, the decision on school closures is completely out of the city of Hamilton's control, the decision is solely made by the Hamilton School Board. It is my understanding that Millgrove School is being recommended to remain open and receive students from the Greenville School which is recommended for closure.

Karen, would you please confirm which is correct; is Millgrove slated to close or stay open?

As the Councillor for Millgrove School and many of it's students, I would definitely not be in support of a closure now or in future and will actively work to keep it open.

Thank you again,

With kind regards,

Correspondence #4

Karen Hannah

I was looking at the 3 options presented at the ARC meeting last night and the addition of the 4th option (close Greensville and Millgrove and build new on greensville site).

My preference would be either option 1 or 4 to build a new school on either the spencer valley site or greensville site. Spencer valley is already over 40 years old and will or will be running into renovation issues anyway. I think it is best to build new and start fresh with a "super" school that can service all the areas effectively and safely. The greensville site is a "safer" location not as close to the busy roads however the spencer valley site is bigger and can accommodate the need more parking etc that will come with a bigger school and traffic at drop off and pick up times. Being a Greensville parent the current traffic and parking with that school is a nightmare and can be dangerous with all the kids walking around.

Thanks.

Correspondence #5

> To the ARC Committee,

> I wanted to let my support be known for the proposal made by the Greensville parents to build a new k-8 school on the Greensville site. What a fantastic opportunity for the kids and unique opportunity for the board to have a new school that backs onto the (proposed) brand new park!

>

> Kind Regards,

> Becky Miller

Correspondence #6

Shannon Kyles
ontarioarchitecture.com
632 Harvest Road
Greensville
L9H 5K7

Dear Members of the [Millgrove Public School council and interested members of ARC](#),

This letter addresses the current proposals to demolish two historic buildings in the Greensville area; Greensville Public School and Millgrove Public School. I am writing both as a Greensville resident and as an architectural historian.

As a Greensville resident, a considerable percentage of my property tax bill goes to public schools. I don't have children. Why should I pay for the county's parents to educate their children? The reason is obvious. Educating the children in a community helps to enrich the whole community and provide adults capable of making informed decisions when they mature and become parents themselves. Everyone pays for the education of the county's children and the **WHOLE SOCIETY BENEFITS**.

The demolition of these two schools and the provision for ostensibly better schools is thus a matter of

importance to all members of the society and all taxpayers. I would like to set forth a few points that may be relevant to the discussion. I am aware that I am a late comer to this discussion and apologize for not being both better and earlier informed.

My understanding is that there are five schools. Popular sentiment has it that two buildings need to be torn down in order to have revenue shifted to the remaining three schools which will be enriched with more facilities and newer buildings. The children in the areas surrounding the original schools will then be bused to the new schools: the idea is that the new rooms, computers, gyms, and food courts will compensate for the inconvenience of the commute.

By tearing down Millgrove school and building another one in its place or, even worse, sending the children off to another school somewhere else, there is no benefit to the county that I live in. To tear down the historic portion of Greenville Public School is nothing short of vandalism. I would like to offer some points for the discussion.

Sustainability – land fills, green, etc.

The words sustainable and green have lost their meaning over the past few years as everyone from toothpaste manufacturers to taxi cabs tag these onto their marketing platforms. I have never been able to follow the argument that tearing down a perfectly good building, sending it to the landfills, and then re-constructing another in its place is somehow 'sustainable'.

Correspondence #7

Wade & Lori Elliott

20 Tews Lane

Dundas, ON

L9H 7N4

December 5, 2013

Attention: Karen Turkstra and ARC committee members

This letter is in follow-up to the current ARC process and recommendations for elementary school in West Flamborough. My daughter currently attends Greenville School and our second daughter will be entering JK in 2 years' time. I have previously submitted a letter outlining some concerns to Ms. Turkstra and thank you having your response. I have been following closely the process to date as well as had the opportunity to attend a couple of the meetings. Unfortunately I was not able to attend the meeting last night however have received feedback on the 3 proposals that were discussed at the meeting as well as I understand a fourth proposal put forth by a couple of parents from Greenville that suggested building a new K-8 school on the Greenville site and having Millgrove students come to that new school for grades 6-7-8. This fourth proposal is one that I strongly support and have made the suggestion at some of our school parent meetings previously. Realizing that none of us really want our local schools to close, and change is inevitable, the change that ultimately takes place should be both to the benefit of the students overall educational experience as well as being fiscally responsible with a long term vision. In my view, this likely should involve construction of a new school that will be modern and also functional for many years to come rather than attempting major renovations to existing schools that will be costly and likely need further improvements in the near future.

Having said that and recognizing the three proposals that were put forth at the meeting yesterday, each with their own merits I strongly encourage Ms. Turkstra, and the ARC committee members to also consider the idea put forth last night of constructing a new K-8 school on the current Greenville site. This would involve closing

Spencer Valley and moving K-8 students in to the new proposed schools as well as maintaining Millgrove K-5 and having Millgrove students attend the new school for grades 6-8. I think the following points should be considered in support of this:

- The site of Greenville school currently is a slightly more centralized location than Spencer Valley
- Current Greenville site offers adjacent natural resources that both enhance and provide learning opportunities that simply are not found at other locations. Specifically the new Tews Park and Arboretum immediately adjacent to the schools as well as Webster's and Tews Falls both within walking distances and offer many enhanced learning opportunities that are easily accessible and also add to the overall appeal and natural wonder of the area.
- Currently the Greenville site is listed as 4.85 acres which is not an unreasonable size land to also provide adequate play structures and fields.
- Also, as a suggestion – the vacant land adjacent to the east of Greenville – could this be considered to be acquired and enhance further the size of the property. This land appears to be in and about 1 acre which would increase the size of the property to just under 6 acres
- Also, sidewalks and the parking lot and bus turnaround have just recently been refurbished and therefore a significant cost savings in terms of infrastructure would be realized by this work not needing to be done or much less extensive work.
- Specifically with a Spencer Valley locations, sidewalks as well as street lighting does not currently exist which I presume would add a fair bit to a cost projection.

Thank you for your time and consideration of my thoughts and suggestions.

Sincerely,

Wade Elliott

Correspondence #8

Good morning!

I am a parent at greensville school with three children currently attending. I was unable to attend last night's arc meeting but would like to offer my input.

I would love to see the possibility of having a new school built on the current greensville school site. It's a beautiful playground and with the new arboretum being built behind the school I think it would be wonderful. I hope that this possibility is considered.

Thank you.

Shannon Cobham

Correspondence #9

Mrs. Turkstra:

I am a parent of 2 children which currently attend Greenville public school. We live on Algonquin Avenue just south of highway # 5, west of Highway #6, which is part of the proposed boundary change. My son is currently in grade 3 and my daughter in grade 5. My daughter will be attending Spencer Valley in 2014. I have

concerns that my son will be leaving his friends at Greenville to go to Millgrove for 2 years, then to Spencer Valley for 3 years and on to Dundas for High school, when the Millgrove kids will be going to High school in Waterdown. I don't think it is fair for him to have to leave his friends for 2 years only to return to them 2 years later. My son is very shy and does not do well with change, I feel that there will be too many transitions for him, and they are unnecessary. My daughter will be attending Spencer when my son goes in 2016 it seems silly that now you are going to have a Greenville/Spencer and Millgrove bus going down the same street. In fact all the children that live on this street are in the same situation they all will have older siblings at Spencer Valley. It can also pose a problem for bus times in regards to daycare as the kids will be on two different buses at different times. At present both my kids are on the same bus and would be for the until my daughter enters highschool. I feel that the boundary change is unnecessary and that my son is being used as a pawn to get the Millgrove student numbers up to justify your proposed closures of Greenville. I feel that the boundary change should not be altered as the staff proposal recommends. However if the proposed boundary is changed and Millgrove remains open as proposed and Greenville and Spencer combine, I would ask at this time my son be exempt (grandfathered) from any boundary change and be allowed to continue going to school with his Greenville classmates and his sister.

Thanks for your consideration in this matter. Dawn Tyios

.....

Dear Mrs. Turkstra:

In regards to the staff proposal of Greenville, Millgrove, Spencer Valley, Beverly and Seaton. There is no doubt in my mind from what everyone is saying the schools in the west, Beverly and Seaton definitely need a new school hands down. There is no question about it!

My children attend Greenville school at present, in 2014 the proposed date of closure my daughter will be attending Spencer and my son would be in grade four. (location undetermined due to boundary change)

I feel that what ever decision is made it should not be a band aid solution, and it should be done properly and not rushed. In saying that, if the board is only going to give our area 15 million dollars for example and its going to cost 15 million to build a new school for the west then that is all that should be done. The other schools should be left alone until the board has the proper funding to either renovate properly, or preferably build another new school properly.

I feel that leaving Millgrove open is only a band aid solution and that in time due to declining enrolment Millgrove too will be on the chopping block in the next few years, so what does that mean... more renovations, more kids relocating, more money and time wasted by the board.

I think the decision for Greenville, Spencer Valley and Millgrove should be stayed until the schools on the east side of highway # 6 are up for review. I know this is not how things work, but sometimes we have to look out side the box and if a better solution is possible with the schools on the other side of highway # 6 then lets look at that. I know if I were a Millgrove parent knowing my child would be attending High school in Waterdown I would want my children going to a Waterdown school sooner than later to start making friendships.

If the decision is not stayed then.....Joining Greenville and Spencer is the right thing to do, but again it has to be done properly, and in a realistic time frame. The question is ??? Will Millgrove join us immediately??? or in a couple years, and then will we have more needless renovations, will they go to Waterdown??

Let's think long and hard about this please, it shouldn't be about the all mighty dollar, this is our kids futures!!

When it is all said and done I think which ever site is chosen to combine the schools it should be a new school hands down! Lets face it all the schools are old and in need of more then a renovation! They all have bad air quality, drafts, septic and water issues. Guy Brown in Waterdown was close to the same age as Spencer Valley and they got a brand new school on the same property.

I like the idea of Spencer Valley moving to the Greenville site in a new school. Many families can continue walking to school. (Which is great for the environment) Lafarge is building a new park behind Greenville which could be utilized for education and even cross country practices or meets, the Bruce trail is right there, along with Webster's Falls .

Well, Thanks for listening
Dawn Tyios

Correspondence #10

Hi,

Unfortunately due to sickness I am not able to attend the ARC meeting this evening. I am a Millgrove parent from the N Flamborough area and would like to raise a couple of inquiries pertaining to this review:

I heard that portables are being considered at Spencer Valley to accommodate the merging of junior grades into this school - request that this be reconsidered and adding portables should not be a viable option (I don't feel my education taxes should be supporting my children's learning and development in portable environments! Also with a JK child with asthma I also would have concerns re portable environments and mould tolerance & her health)

Have we considered bus ride times for junior grades for North Flamborough parents and the Spencer Valley location?

As Balaclava school was a consideration for the middle/high school ARC review is this (and if not, why not?) a potential consideration for North Flamborough families Versus Spencer Valley which has a heavier Greenville/Dundas community presence & which does not have a bearing on North Flamborough families (i.e. we consider Carlisle, Waterdown to be part of our every day community)

What will it take to keep Millgrove open?

Thank you for your consideration,
Zara Thurgood

Correspondence #11

To the members of the ARC committee,

After attending last weeks public meeting I write to you again. My name is Kristin Weber and I have 3 children, 2 who currently attend Greensville and 1 who will begin in September 2015.

I initially expressed my interest in a new school building for K-8 students for Greensville, Spencer Valley, and Millgrove on the Spencer Valley Site. I chose this as a logical site because the board already owns the acreage. Now that I have learned and that the city owns over 10 acres around Greensville school, I don't see why we can't keep the school on the same property to take advantage of the already existing playground, safe neighbourhood sidewalks, and the soon to be built learning arboretum.

I know you are entering crunch time to be prepare one proposal for the trustee's but I feel strongly that a new school on the Greensville site is now a new viable option.

Thank you for reading and ALL the time you are committing to our kids!
Kristin Weber

Correspondence #12

Proposal for 3 sites within the ARC Boundary:

Summary of position on the ARC recommendations:

1. I support 3 sites within the ARC Boundary. Given the current information, my position is to keep Millgrove K-5 and strongly support a 3 site model that is supported by the other communities.
2. Above all, I refute strongly any option that involves closing Millgrove as Millgrove's population cannot be served effectively in a 2 site model.
3. Millgrove's location, transportation concerns, demographics and unique assets make closure of Millgrove Public school unacceptable without a reasonable alternative that addresses our major concerns. Options to combine Millgrove with other populations don't work.
4. There are three separate entities within the Flamborough ARC: Millgrove; Spencer Valley/ Greensville (related but separate to Millgrove as Millgrove is unique and cannot be served by a K-8 at either location); Beverly Central/ Dr. Seaton (separate issues and wishes to Millgrove so opportunities for them to figure out their best solution should be made).
5. Discussions trying to figure out how a K-8 would work at Millgrove (Option A presented below) are one way to try to solve transition and equalize enrollment issues, but they are completely irrelevant to me if it isn't realistic and doesn't align with other views from our or other populations. Nonetheless, possible solutions need to be brought forth before anyone can determine whether they are realistic or relevant.

Possible Option A for 3 site proposal:

1. Millgrove Public School becomes K-8 with renovation.
2. Spencer Valley or Greensville - K-8 school based on parent input / assessment of resources.
3. Dr. John Seaton site used for a new K-8 school based on parent input and Beverly Central closes.

Possible Option B for 3 site proposal (recognizing that Option A may not be feasible but Millgrove closure is unacceptable).

1. Millgrove remains K-5.
2. Spencer Valley or Greenville site - K-8 school based on parent input /assessment of resources.
3. Dr. John Seaton or Beverly site - K-8 school based on parent input / assessment of resources.

Detailed Explanation of 3 site proposal:

Option A) Millgrove K-8. Spencer Valley or Greenville K-8. Dr. Seaton K-8.

1) Millgrove becomes K-8 with boundary changes.

- Renovate (properly, not patchwork) and repurpose original 100 yr old building to innovative art centre (art and music rooms), science lab (doubles as grade 8 home room) and one classroom.
- Build new full size gym with change rooms and bathrooms.
- Extend parking lot across front of school and use church parking lot as community partner.
- Current facilities can accommodate 8 classrooms (grade 7 home room doubles as health room), library, computer/ media room).
- Consider possible boundary change to deal with enrollment concerns and provide more equality across the ARC region while respecting Millgrove's desire to maintain a smaller community-based school.
 - Possibly move western boundary to Westover Rd and 4th line and invite approx. 60 additional students (avg. 2/house) to join Millgrove catchment.
 - Possibly move southeastern boundary to include homes east of the Millgrove Side Rd. currently in the northeastern Greenville catchment and invite approx. 30 additional students (avg. 2/ house) to join Millgrove catchment.
 - Recognize community child care partner unique to Millgrove and allow out of catchment to Millgrove for additional enrollment opportunities if room exists.
 - Possible estimated Millgrove catchment enrollment ≥ 275 ($175 + 60 + 30 + \geq 10$)
 - Boundary changes – support from Beverly parents if significant and high quality renovations and additional programming?

2) Spencer Valley or Greenville becomes K-8 and close Greenville.

- Build new school (due to poor condition) on the Greenville site with preservation of remains of heritage building or build/ renovate at Spencer to reflect 21st century learning.
- Recognizing the unique asset of 8 acre site at Spencer and heritage building and possible associated city land assets at Greenville opens up discussion between two sites.
- Move the Spencer Valley boundary to include Greenville catchment with the exception below.
- Consider moving eastern boundary inward to Millgrove Side Rd and Sydenham Rd.
- Consider moving the western boundary westward to coincide with the new Millgrove western boundary at Westover Rd., south of the 4th line.

- Enrollment estimate would be 356 (177 SVS + 197 Greenville – 30 now in Millgrove catchment + approx. 12 from previous BC)
- Recognizing 1.5 proximity Greenville to Spencer Valley

3) **Dr. John Seaton site used for K-8 and close Beverly Central.**

- Build new school on the site to reflect 21st century learning and combined needs of Beverly Central and Dr. Seaton catchment (or renovate if BC/Dr. S parents deem reasonable).
- Recognizing unique asset of 14 acres, public voice supporting new school, expected Cambridge urban sprawl to continue into Dr. Seaton catchment which may or may not outweigh transportation concerns
- Beverly Central closes due to smaller site, proximity to both Millgrove and Spencer Valley (if both K-8), and unique asset in acreage at Dr. Seaton site.

The above option recognizes many aspects unique to the Millgrove community and school, as well as considerations from other regions:

- Transportation concerns due to geographical layout of catchment and location of other options for schools.
- Accrued transportation costs of a 2 school model over a 10 year period may be extremely high and meet renovation costs that would be sustainable past that time.
- Existing 100 yr old building in fair condition with unique architectural and heritage value, as well as open large space giving it potential for a creative 21st century interior space IF renovated properly with sustainability and versatility in mind.
- Community partner providing seamless child care around and outside of school times (365 d/yr) which is important to the community.
- Desire for continued out of catchment, relating to the above community partner.
- High EQAO scores – protect high end teachers currently employed at Millgrove
- Repurposed building provides innovative new art centre and new gym provide facilities for extra-curricular activities and attraction for community use. Millgrove has opportunities to partner with Waterdown area community as well for sports/ music/ art needs; thus, we are not ‘competing’ with Spencer Valley/ Greenville for community partners.
- Spencer Valley or Greenville septic restrictions likely prohibitive of one eastern large school site

Option 2: Millgrove K-5. Spencer Valley/Greenville K-8. Dr. Seaton/ BC K-8.

I recognize the current economic feasibility of continuing to allow Millgrove as a K-5 school to service our needs. Student transition issues remain, now that the middle school model is broken and Waterdown is the highschool option. However, the ARC process does not appear to be the most effective forum to deal with these challenges (separate issues for Millgrove) and a 2 site model creates additional problems instead of just solving a problem. A three site model including Millgrove is needed.

Above all, I refute any options with Millgrove closing and maintain value in continuing as a K-5 school:

1. Transportation to Spencer Valley for our junior children from the north part of our region would be too timely and costly, considering our population clusters.
2. Facility is in fair condition (leading condition for all the schools).
3. Facility is a green asset that holds rural heritage significance and large renovation potential that is not present at any other school.
4. High EQAO – protects high end teachers in the region.
5. Continues seamless day in and outside of school times (365 d/ yr) for community child care participants (not available at other schools, lack of official board partnership irrelevant).
6. Alternative suggestions are not suitable for our unique parent demographics due to size of proposed school, location and transportation concerns.
7. Millgrove's out of catchment does not significantly impact any region as it is spread out. Opening up out of catchment again to Millgrove is a reasonable solution in light of our unique situation and will have the added benefit of continuing or steady enrollment.

.....

Difference between Greensville and Millgrove Public Schools from a rural heritage asset viewpoint:

There has been a suggestion that Greensville's and Millgrove's heritage buildings cannot be distinguished due to the fact they are both old. That suggestion is unfounded, based on a phone conversation¹ with Professor Shannon Kyles who is considered an Ontario rural heritage architecture expert².

Both schools include rural heritage properties built in the late 19th and early 20th century which hold tremendous community (local and provincial) value and should be preserved and valued as green assets.³ The Greensville property remains an asset to the HWDSB as a heritage property that may be attractive for private sale without demolition costs, specifically for restoration and preservation purposes. However, the original 100 yr old Millgrove building holds superior economic value to the HWDSB as a green asset for the HWDSB that allows for efficient continued use and versatility in future planning due to: the superior structural integrity^{4,5,6} and good condition⁷ (compared to Greensville's unknown structural integrity⁸ and poor condition⁹); large open concept square footage that would reduce demolition costs and increase design flexibility for renovation (compared to Greensville's one classroom with significant limitations and restoration/renovation costs); and layout with respect to the rest of the building which is clearly visible from the road to show preserved heritage and architectural features¹⁰ (compared to Greensville's original building layout¹¹

being enveloped by more modern renovations and loss of heritage features requiring significant restoration costs). The differentiating feature between the heritage buildings is the Millgrove building green asset that allows for efficient continued use and versatility that melds respect for rural heritage and architecture and 21st century learning needs and efficiencies. The board needs 21st century thinking and decision making.

Additional considerations:

Another differentiating feature between heritage buildings within Millgrove and Greensville is the potential for financially feasible renovation for 21st century learning in line with the guiding principles of the working group. If a K-8 renovation was considered for Millgrove, then serious consideration should be made to convert this large space with innovative modern designs that take advantage of the significant architectural features that lend itself to creative class room designs and a potential art and music space that would attract community partners (brief initial consultation with Key Note studio manager elicited interest, especially when the idea of repurposing the inspiring building was mentioned). The school efficiencies and modernization strategy states that “living within our means while accelerating achievements will require creative thinking across the public.” Respecting the significant rural heritage of the outer shell of the building and the obvious asset in solid design and condition, and calling for innovative and creative use of the interior space by renovating to facilitate 21st century learning needs is a creative but feasible solution that should be considered seriously.

Professor Kyles is so invested to “help with the restoration and adaptive reuse of the Millgrove School for use as a school for the local inhabitants”, she has committed her time and resources to provide scaled measured architectural drawings of the building that can be used as the initial required step for any future renovations and are essential for record of buildings of rural heritage significance. Drawings of this scope are undervalued at \$10000¹ which will be made at no cost to Millgrove School or the HWDSB. Similarly, she will provide drawings for record of the 19th century building at Greensville which she maintains should be preserved.

Footnotes:

1. Phone conversation between Ev Post and Professor Shannon Kyles on Dec. 2nd, 2013.
2. Shannon Kyles is a heritage architecture expert, professor in the Department of Architecture at Mohawk College and the CBC correspondent for architecture on the Fresh Air program. Recently, she has received the national 2013 Award of Merit in Heritage Planning for her website OntarioArchitecture.com and the Hamilton Municipal Heritage Committee 2012 Education in Heritage award for her work at Mohawk College.
3. Letter from Shannon Kyles to Millgrove Public School Council and interested ARC members dated Dec. 3rd, 2013.

4. Millgrove building is “guaranteed better structurally than anything built after the wars” (Shannon Kyle letter referenced in footnote 3)
5. “Millgrove’s Edwardian foundations will be sound and better made than anything that can be found or made in this age, making it a sustainable and green asset for use now and in the future.” (Shannon Kyle phone conversation referenced in footnote 1)
6. “As a Greenville resident, paying property taxes which are slated for maintenance of public schools, I submit that tearing down Millgrove public school will result in a far inferior building that will cost a great deal more than a restoration and adaptive reuse of the existing building” (Shannon Kyle letter referenced in footnote 3).
7. HWDSB current and 10 year projection FCI for Millgrove Public School are superior to all other schools in the ARC: 24.6% and 32.5%, respectively.
8. “In 1927, Greenville School was given a basement and the long-awaited furnace. The basement almost meant the end of the building. An excavation reached under the west wall, the wall came tumbling down and almost took the rest of the building with it. Thanks to the alertness of the workers, the remaining walls of the building were shored up and the wall was quickly rebuilt.” <http://schools.hwdsb.on.ca/greenville/about/history/first-century/>
9. HWDSB current and 10 year projection FCI for Greenville Public School are significantly inferior to all other schools in the ARC: 131.9% and 162.4%, respectively.
10. http://www.hwdsb.on.ca/elementaryarc/files/2013/10/I.5-Millgrove_SitePlan.pdf
11. http://www.hwdsb.on.ca/elementaryarc/files/2013/10/H.5-Greenville_SitePlan.pdf
12. Brian Cashion, School Director, Keynote Music Studio, 905 690 8010

Correspondence #13

Trustee Turkstra,

I am writing to you as a concerned Greensville School parent in regards to the HWDSB's preliminary proposal:
to close Greensville in June 2014 and consolidate Greensville and Spencer Valley into Spencer Valley
take the southeastern portion of Greensville's current JK-5 Boundary and assign it to Millgrove
Catchment
estimated modification to classroom into FDK rooms
estimated three new classrooms for primary junior students

I have a number of concerns with this proposal.

First the June 2014 closure time line is unrealistic. It is impossible to have the necessary classrooms ready for the first day of school. What happened to the original goal of 2016/2017 school year
If part of Greensville's catchment is given to Millgrove then all primary classes will be splits
this option is a bandaid fix, it doesn't align with the Ministry of Education's goal to have all Elementary Schools in Ontario JK-8 schools because Millgrove remains a JK-5 school
Although Greensville will cost the most to repair, we are at capacity when Spencer Valley and Millgrove are not.

I moved to Greensville because I liked that Greensville was JK-5 and Spencer Valley was 6,7,8. I like the small school climate, creates a unique community within the building.

West Flamborough pays taxes and we are going to get yet another renovated school

Waterdown has two new JK-8 schools and a new high school

I would like to propose that:

Greensville and Millgrove Schools both close

A **new school** is built on the Spencer Valley property and all three schools merge into a JK -8 school

A separate wing is built for the grade 6, 7 and 8's

Neither Greensville nor Millgrove close until the new school is completely ready to house all students on the first day of school in September.

If a brand new school is not possible then I would also like to suggest that Greensville does not close until all renovated classrooms are complete

Regards

Nancy Johnson

Greensville School parent

WFlam WGr U#1e

Correspondence # 14

Addendum to Document:

*The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre*

*A Licensed Child Care Operation, Community Partner of Millgrove School
and
Our BEST FUTURE!*

Wendy Teed

From: Lisa Bainbridge [lisajo.bainbridge@gmail.com]
Sent: December-11-13 1:25 PM
To: teedw@cogeco.net
Subject: Millgrove Children's Centre is not just a day care.

Millgrove Children's Centre is not just a day care.

It is a part of our extended family.

It also makes the way we live our life possible.

Two years ago I lost my driver's license due to medical reasons after a chronic illness which still effects me.

We live within walking distance of the school and Millgrove Children's Centre and this affords me a sense of independence that I would not otherwise have as my husband leaves very early for work.

I am able to walk my two eldest children to school and walk my youngest to daycare which is invaluable and irreplaceable. If we no longer had the Millgrove Children's Centre or the Millgrove School so close by we would have to move and uproot our lives.

Millgrove Children's Centre has dealt with our family through my chronic illness with compassion and paitence. Wendy personally has chased after ambulances coming to our home knowing that our children would need care. When I had to take an extended leave of absence from work and I was unable to care for my children Millgrove Children's Centre was there for us. I feel safe leaving my three children with all of their fabulous early childhood educators and I know how happy they are to go there. Wendy and all of her staff have gone above and beyond their duties as childhood educators and have treated us like family. We are so grateful for them. The home environment they foster and ample green space offer a special and caring approach to the children they embrace in their care. Our children. My children.

Thank you Millgrove Children's Centre!

Lisa and Jason Bainbridge

Lyla, Anna and Marcus

WFlam WGI #6

Correspondence #15

Addendum to Document:

*The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre*

*A Licensed Child Care Operation, Community Partner of Millgrove School
and
Our BEST FUTURE!*

To Whom It May Concern:

I am writing this letter in regards to the Millgrove Children's Centre, specifically the Little Angels' Infant and Toddler Centre. My daughter, Lyla, has been enrolled at Little Angels for approximately five months.

I am a Registered Early Childhood Educator with over fifteen years of experience working with children. It was without any hesitations that I enrolled Lyla into Little Angels this past fall when I returned to work. In fact, I was so comfortable with this decision that I enrolled her the following day.

In my previous professional experiences I have been employed as a Registered Early Childhood Educator in both the public and private sectors. Over the years, this is what I have learned about good quality privately owned child care centres. A good quality privately owned child care centre has a vested interest in the quality of child care that EVERY child is receiving. The owner is actively involved in the daily operations of the program and hires the best staff available. Over the past five months, Wendy has proven to me that she is giving 100% to her business, her staff and to the families that attend MCC/LA/MM. From researching the best mosquito repellent to providing the healthiest lunches for the children, Wendy and her staff are going above and beyond every single day.

Among new parents, the conversation of child care is inevitably a common topic. Many parents have asked me, socially and professionally, about my child care arrangements. When I tell them that Lyla attends Little Angels, it is with no exaggeration when I say that the common response is, "How did you luck out and get her in there?"

Sincerely,



Nicki Risdon

U.1e

*The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre*

*A Licensed Child Care Operation, Community Partner of Millgrove School
and
Our BEST FUTURE!*



***The Millgrove Children's Centre
Little Angels' Infant and Toddler Centre &
The Millgrove Majors Children's Centre***

***A Licensed Child Care Operation,
Community Partner of Millgrove School
and
Our BEST FUTURE!***

Respectfully Submitted to:

The West Flamborough Accommodation Review Committee Working Group

Wednesday, December 11th, 2013

By: Wendy L. Teed

- Immense Wood-chipped Domains
- A Hard Surface area for Wheeled, Self-propelled Vehicles (The MCC & The MM)
- A Large Deck Area (LA & The MM)
- Coniferous & Deciduous Trees, Bushes and Garden Areas
- "The Enchanted Forest" (The MM)
- A Huge, Barn-style Shed filled with Age-Appropriate, Outdoor Toys and Equipment.

The Programming

Guided by its Philosophy, The MCC/LA/MM Programmes focus on the Family Unit and the Preservation of the Environment. Programmes are varied and flexible but founded on routines, fostering a very fundamental sense of safety and security in the Children.

A fun-filled day at The MCC/LA/MM includes a wholesome and creative nutritional component, accompanied by a comprehensive programme of indoor/outdoor, structured/unstructured, active/quiet and individual/group activities to nurture the development of each Child.

Weekly Programming at The MCC/LA/MM is based on a Theme and consists of a balance between: structured and free-play activities; circle, story and quiet booktimes; creative and sensory experiences (including playdough, sand and water play); dramatic play; age-appropriate puzzles, toys and games; creative movement, dance and other musical activities; and cooking & science experiences.

The MCC/LA/MM Programmes are a priority and as such are reviewed on a continual basis to reflect changes in the Child population, as well as applicable Legislation and optimal Early Childhood Education Ideology.

The Programme and The Family

A Family-oriented approach is fostered at The MCC/LA/MM. Daily verbal contact between Parents and Staff is executed with Parents of Infants & Toddlers also receiving a Written Report of their Child's day.

A "GLOBALNEWSletter" is produced on a regular basis by the Director in consultation with the Team to provide MCC/LA/MM Families with information regarding upcoming events, Day Care issues and other topics of interest with Family suggestions ALWAYS welcomed.

Each Site has a "Family Tree Resource Centre" (Parent board), conveniently located near the Day Care Entrance which displays: photographs; flyers regarding upcoming events; the current Menu Plan, Newsletter and Monthly Calendar; as well as other current literature on topics of interest to Families.

Parental Feedback is encouraged at all times. "Envision" (a Suggestion Box) is available near each Day Care Centre's entrance. Additionally, MCC/LA/MM Moms & Dads are always aware that they may contact the Director at any time, leaving a detailed voice mail which will be responded to as soon as possible. Moreover, Front-line Staff, the Site Supervisor and the Director are available to meet privately at a scheduled, mutually convenient time for any issues that may arise which necessitate further discussion. When specific strategies are to be implemented for an individual Child, a Team approach is followed with all Members advised of the plan, as well as its rationale. The latter approach is ideal in expediting the optimal resolution in most situations.

*Excellent Communication between Parents and Staff
within each Site Team and Globally
is the KEY to Successful Child Care for all MCC/LA/MM Families.*

The Family Tree

The Family Tree illustrates the familial and environmental focus of The MCC/LA/MM. Its centrepiece is an immense and flourishing Deciduous tree, surrounded by the Children of The MCC/LA/MM, their Parents, Siblings, Grandparents and other Family Members, their Teachers, Friends and Neighbours... All who play an integral role in the life of a Child. The Family Tree also embraces the Families, Friends and Neighbours of The MCC/LA/MM Staff and those cardinal to their life experience.

The MCC/LA/MM Family Tree is the heart of the Centres' vision.

Everyone working together toward a common goal...

Happy Children, Delighted Parents and Exceedingly Satisfied Families!



The Days and Hours of Operation

The MCC/LA/MM Programmes operate five days per week, Monday through Friday, 52 weeks per year with only Statutory Holidays and the Civic Holiday excepted. When Millgrove School is closed for PA Days, Board Holidays and School Breaks (Holiday Season, March and the Summer months), The MCC/LA/MM offers "seamless" Service to its Families. Children who attend other Programmes from as far as Ancaster and Stoney Creek often return at some point throughout the Calendar Year on such dates to partake in our activities and rejoin their previous MCC/LA/MM Friends and Teachers. Children & Parents alike consider The MCC/LA/MM their "Home away from Home!"

Further, all MCC/LA/MM Families are aware that they can call The MM at any time of day or night, including weekends and they will receive a response a.s.a.p. from the Director with respect to their voice mail. This Service is noteworthy in Licensed, Centre-based Child Care and allows all MCC/LA/MM Day Care Families the knowledge and peace of mind that should their circumstances change off-hours, their Child Care is reachable and will do everything within its power to accommodate their atypical, often "last-minute" requests.

Programme Options

The MCC/LA/MM offers both Full and Part-time Care for all age-groups, including Infants. With the Introduction of Full Day Learning at Millgrove School, The MCC/LA/MM has reintroduced its Nursery School Programmes which include "The Petite Preschool" and "The Super Preschool" for 2, 3 or 5 days per week. These Special Programmes help to prepare Children who otherwise would not necessarily be accessing a Day Care Environment for their upcoming, Full-Time JK year. Hence, "setting the stage" for their success, as they enter the present School System.

JK/SK and School-age Options complement each and every Academic Day with Before and After-School Programmes and provide further alternatives throughout the entire School Year, as indicated above.

The Team of The MCC/LA/MM

The Staffing Complement at The MCC/LA/MM is exemplary. The Team includes those with University and/or College Training, Apprentices and those with no formal Academic Training, having been fully trained by the Director and Registered Early Childhood Educators. The KEY to an Exceptional Child Caregiver is a LOVE of CHILDREN first and foremost, accompanied by an "open mind," good judgement, resourcefulness, perception, insight, flexibility and a willingness to be an excellent Team-player at all times "in the best interest" of each and every Child and Family that one is privileged to serve.

Enhancing our Staffing Complement, The MCC/LA/MM has the additional privilege of assisting in the Practical Training of upcoming Professional Early Childhood Educators and others who have an innate affinity for Children. The MCC/LA/MM provides Placement Experiences for High School Co-op Students, ECE Apprentices and Full Time Students engaging in the study of Early Childhood Education at the College level. Although our usual "Placement" Students attend Mohawk College, The MCC/LA/MM also affords this option to Sheridan and Conestoga College E.C.E. Students.

Moreover, for many years, The MCC/LA/MM has received Federal Funding through the appropriate "Canada Summer Jobs" Application process to further complement its Staffing and provide added, varied experiences for the Day Care Children under our Care throughout the Summer months.

As our present Licensed Child Care System allows for Commercial Operators with no Academic Training in the Day Care Field, it is important to highlight the Background, both Academic and Experiential of the Owner/Operator and Director of The MCC/LA/MM who is the Author of the present Submission.

My name is Wendy Teed. I graduated in 1981 from the University of Guelph with a Bachelor of Applied Science, majoring in Child Studies and minoring in Psychology. A few years later, I completed a Post-Diploma Certificate at George Brown College of Applied Arts and Technology in "Human Services Management." I continue to keep myself current by regularly attending Workshops and Conferences, in addition to taking an active role in Meetings with respect to the Field of Early Childhood Education and the plans for its future, especially within the Hamilton-Wentworth Region.

Throughout my extensive Career working with Children and their Families, I have experienced a variety of Day Care Centres (Commercial, Municipally-operated and those deemed "Non-profit") with Children of all ages and have supervised Providers in the Private Home Day Care Branch of a Licensed Day Care Agency. Employed by a Regional Health Unit, I have functioned in the capacity of Infant Development Consultant, solely operating an Infant Stimulation Programme in two Counties and have also worked with young Mothers in an Infant Centre. I have been employed by both the Provincial and Municipal levels of Government and at the latter, assessed Client Eligibility for Day Care Subsidy.

Prior to moving to Flamborough in 1995, I taught Parent & Tot Classes for the Parks and Recreation Departments of two cities in Metropolitan Toronto. In March of 1996, I opened an Unlicensed, Private Home Day Care in our Home in Millgrove and with the support of many Families (including my own!), Bank loans, "blood, sweat and tears," the former has flourished, blossoming into 3, Licensed Child Care Centres now fondly referred to by many as The MCC/LA/MM.

My Husband, "Lionel" & I both Volunteer extensively not only for our local and surrounding Communities (for examples, Millgrove School Council & The Millgrove Parks and Recreation Committee) but also have been very active in Regional Organisations such as The World Renowned "Hamilton Children's Choir."

With my loving Family by my side, I look forward to continuing to serve the Children, Families and Staff of The MCC/LA/MM and together this Exceptional, Unique, Licensed, Centre-based Child Care Operation and Community Partner of Millgrove School will forever evolve, reflecting the ever-changing needs and desires of this Wonderful, Intimate, Rural Community.

Why is The MCC/LA/MM Licensed, Centre-Based Child Care Operation Unique and a Tremendous Community Partner of Millgrove School? Why can no other Day Care Operation "directly replace" the Services that The MCC/LA/mm has to offer its Children and their Families?

The MCC/LA/MM is a Commercial, Day Care Operation Owned/Operated and under the Directorship of Wendy Teed who has extensive Academic Training and Experience in the Child Care Field, accompanied by a Love and Passion for Children and their Families that is unparalleled.

The MCC/LA/MM Director has daily ties to Millgrove School via Walking Escorts both to and from School each and every day, Monday through Friday but also by functioning in the Role of Community Representative on the Millgrove School Council, as well as being a Member of The Millgrove Community Cares Committee.

The MCC/LA/MM offers Part-time and Full-time Licensed, Centre-based Day Care Services to Children and their Families from 0 - 12 years of age, Monday through Friday from 7:00 am - 6:00 pm, 52 weeks per year with only Statutory Holidays and the Civic Holiday excepted.

The MCC/LA/MM provides Parents with "Peace of mind" in ever-changing circumstances by making itself available to access by Telephone 24 hours, 7 days per week.

The MCC/LA/MM boasts a Team of Staff who possesses varying levels of Academic Training in this and other Fields but who all share the common bond of unconditional love for Children and wanting to contribute to the future of this world by "touching" the lives of many Children within Millgrove and its surrounding Communities, feeling privileged for being given the opportunity to do so.

The MCC/LA/MM adopts and fully implements a Family-oriented Philosophy, providing not only Superior, Licensed, Centre-based Child Care but additionally and very importantly, Individual Family Care. Each and every Child & Family is served on a distinctive basis. Particular Familial requests made directly or indirectly are fulfilled on a daily basis and cover an unlimited range of specific, identified needs.

With respect to Millgrove School, some examples as per above are:

When an MCC/LA/MM Child finds him/herself in need of a change of clothing while at School, the latter is often provided immediately.

A left-behind backpack, snowpants and/or mittens are only a minute's walk away and readily transported by Day Care Staff to the School when required.

"Pizza money" unexpectedly forgotten by a Parent is provided to the Child, in order to meet the School deadline.

Regarding Distinctive and Exemplary, Licensed Centre-based Child Care, some examples are:

Piano Lessons and Tutoring are at times, On-site options for Parents who wish to access these Services for their Children.

Tours of our Beautiful Facilities are provided "off-hours" to meet the needs of each and every Family.

Loved "Stuffies" that are discovered at Home to have been left at Day Care are returned to their rightful Owners during Evening Hours in order to ensure a peaceful night's sleep for the appropriate Child and his/her Parent!

Immediate revisions to Day Care Schedules are implemented to individual Families in unexpected circumstances, outside of set Policies and Procedures.

Special Fee Payment Plans are provided to certain Families who find themselves in need of such accommodations.

The MCC/LA/MM has been described by one Day Care Mom as "a little piece of Utopia for Children and their Families." The latter is something that is not easily and quite possibly not able to be duplicated by any other Licensed Child Care Operation.

***What has been taking place in the Millgrove Community
with respect to the Partnership of its School and Licensed, Centre-based Child Care
for the past 13 years is nothing short of Beautiful
for the Children, Families and Staff
that are an integral part of this Outstanding Day Care Family.***

As another MCC/LA/MM Day Care Parent so aptly puts it:

"This kind of integrated approach to Childcare, School and Community is a model that any town or school board should hold up as a beacon of light." Further, "Millgrove is an example to the entire board as to how things could be better for families if partnerships were made and communities came together to raise children."

Attached are many Correspondence written in the days following the last Public Meeting which took place at Dr. J. Seaton Elementary School last Wednesday, December 4th, 2013, and at the busiest time of year, especially for Working Families to emphasize the Exemplary, Licensed, Centre-based Child Care that exists within Millgrove and importantly, as a Community Partner of Millgrove School.

I would like to take this opportunity to request that you please take into serious consideration all of the above and attached when making your Recommendations from The West Flamborough ARC Working Group to The Trustees of The Hamilton-Wentworth District School Board and allow Millgrove School and the "Seamless" Day Care Service that has encircled it for a multitude of Children and their Families to continue to do so and flourish for many years to come.

The Millgrove Children's Centre, Little Angels' Infant and Toddler Centre & The Millgrove Majors Children's Centre as a Licensed Child Care Operation and Community Partner of Millgrove School IS Our Best Future.

With deep respect to all of you for the time that you have given to and effort that you have shown so unselfishly for the West Flamborough Community,

Most sincerely,


Wendy L. Teed

December 8, 2013

To the ARC Working Group – West Flamborough Review Area

As a resident of East Flamborough, with a Millgrove mailing address, I had considered myself more a member of the Waterdown community from 2006 when my husband and I moved here until 2010 when we began our search for Daycare for our first child. Then something very unexpected happened, we typed in our postal code to search out all possible daycares in the area and thus began our love affair with Millgrove.

The minute we stepped through the doors of the Little Angels at Millgrove Children's Centre we knew something was very different. The amazing people, amazing program and amazing community in Millgrove have been the equivalent of finding the Holy Grail of work-life balance and the Ultimate childcare solution.

Millgrove Children's Centre has taken our family from Infant to Toddler to Preschool to School Age all in one place, with the same staff, same facilities, with unwavering love, support and consistency for our now two children. This kind of integrated approach to Childcare, School and Community is a model that any town or school board should hold up as a beacon of light.

The Globe and Mail this fall did a series on Childcare in Canada, exploring where the system fails working families and children and what lessons we should learn from other Countries around the world. I read this series daily, all the while knowing with a warm heart that Millgrove could teach the country a thing or two about how to do it right.

Any step in a direction to close Millgrove School, or uncouple the relationship Millgrove School has with the Millgrove Children's Centre, would be a crying shame. Millgrove is an example to the entire board as to how things could be better for families if partnerships were made and communities came together to raise children.

Any belief that another daycare provider could come to Millgrove and offer an equal Childcare solution to families would be seriously false. Any belief that the children of Millgrove could be better or equally served at a distant school would also be false.

Take a moment to notice and respect what a Community has built in this little town, and learn from it, don't tear it apart.

Kate Puri
Millgrove, Ontario
(905)689-7670

December 9 2013

To whom it may concern,

We have been going to Millgrove Children Centre for over 10 years. Our oldest son is 13 and attends Spencer Valley our youngest is 8 and attends Millgrove public school

The first time we called the Centre to find out if it would be a good fit for our family, as our eldest son has special needs, the owner Wendy Teed, went above and beyond any other child care centre. When we went to the centre for the first time Wendy had printed out information for us on different resources in the Hamilton area that would be helpful to us. She told us we could keep the information even if we decided that another day care centre would be a better fit.

Millgrove Children Centre has always been a great help to us. Wendy has always made the centre available to us and has arranged her and the staff's schedule around our eldest son so that they can get him on the bus in the mornings. When he was younger she took the time very morning when walking him to Millgrove school to make sure that a teacher was aware that he was now on the playground and the responsibility of the school.

Wendy has worked with our family to have her vacation when we have our vacation so that she can be there to deal with our eldest son (as he can be quite the handful at times).

When we were having difficulty securing a spot on the bus for our son to go to Middle school Wendy helped to make it a reality for us .

Our family is from Waterdown and we are out of Catchment for both Millgrove School and Spencer Valley. We choose to send our kids to these schools because of how great the schools are and how fantastic the day care is.

We could not be more pleased with all the support and help we have received over the years from Millgrove Children Centre. The Millgrove Children Centre fills a need in the community for before and after school care that can not be replicated.

Sincerely,

The Ponsford Family

December 5 2013

To Whom It May Concern:

The decision to put your children in the care of someone else is a difficult one. As a parent no one else is as qualified to look after your children as you. Thankfully for working Moms and Dads, Wendy and Lionel and their amazing staff are the absolute next best thing!

My children have been a part of all age groups at Millgrove Children's Centre. My son initially started at Little Angels and my daughter at Millgrove Children's Centre. The care that the children receive in all areas at MCC is exemplarily. The teachers are amazing, the dedication and time and energy put in to plan the daily activities is phenomenal and the most incredible part is the passion and love the teachers show for all of the kids. They treat them all as individuals and encourage them to grow and be the best they can be. The staff continuously go above and beyond the daily requirements planning walks to library, Christmas concerts, movie and pajama days, the list is endless.

I have been continuously impressed with the warmth and thoughtfulness of the teachers - from seeing all of the photos of the kids around the room to receiving the wonderful, handmade gifts on mother's day and Christmas. It still amazes me to see all of the kids sitting, listening so intently at circle time or lined up eating their snacks. The teachers have a wonderful and somewhat magical way to provide structure with love and affection.

My children love Wendy and Lionel, and the entire staff at MCC, every morning when I drop them off I leave with a sense of peace, knowing that I don't have to worry, because honestly Millgrove Children's Centre isn't your average daycare, its not even a day care in my eyes anymore... it truly is a second home.

There is absolutely no way Umbrella Family or any other childcare provider could come close to providing the services MCC families currently receive. Wendy

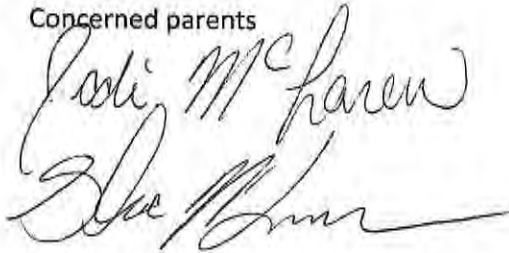
December 8, 2013

To whom it may concern:

We would like to write a few words on behalf of Wendy and Lionel Teed and the staff at Millgrove Children's Centre Daycare. I attended the ARC meeting on Wednesday December 4, 2013. I left feeling very disappointed in the views regarding after school child care. Our two(2) children have attended the Millgrove Children's Centre for the past eight(8) years. In that time we decided to switch daycare centres due to cost. It only took us a short time to realize that all daycare centres are NOT the same. We called Wendy and asked her if we could come back, to which she greeted us with open arms and with no resentment of us leaving. We realized that the level of care and commitment that Wendy and her staff provide goes above and beyond anyone's expectations. They make us and our children feel as though we are part of the family and not just another "number".

We just feel very strongly about our daycare and would like everyone to realize that all daycares are NOT the same. The thought that our children can just be uprooted and placed somewhere else is not acceptable. Thank you for taking the time to read our letter.

Concerned parents

The image shows two handwritten signatures in black ink. The first signature is 'Jodi McLaren' and the second is 'Shane McLaren'. Both are written in a cursive, flowing style.

Shane and Jodi McLaren

December 10, 2013

To Whom It May Concern,

What can be said about Millgrove Children's Center? So many wonderful things can be said; too many to fit in this short letter.

During my pregnancy, my husband and I did extension research into local day care providers to find the best one to care for our first bundle of joy. It's a big decision; to entrust strangers to love and care for your child when the fearful end of maternity leave arrives. When we first met Wendy and her amazing staff, we knew immediately that she and her center were the best fit for our family. We wanted so much to find a licensed care provider that had a home/family atmosphere. So many care providers have a some-what corporate/business feel. At Little Angels (the infant/toddler home), it feels welcoming, cozy, friendly and caring. The staff clearly enjoys what they do and they genuinely care for the children. As new parents, we felt confident and sure to trust them with our most precious daughter.

One of the best things about this center is the management, most notably Wendy. As the owner of the Center, it is clear her passion is the children and their families, aside from the business. She is very actively involved in the daily activities and she takes the time to know each of the children and to spend the time to instill confidence in the parents that she really does care for the children. That is a huge relief for parents. Wendy is a remarkable person and her staff is wonderful. They make the daycare a truly amazing place for children to spend their days. Unlike an institutional daycare setting, Wendy approaches families as individuals. Certainly, she has policies and procedures to ensure the safety of the children and to manage her business, but she understands that each family has unique situations. She is flexible, understanding and empathetic. Our family has directly benefited from her flexibility and we are so grateful to her.

Our daughter is just about to graduate from the baby room into the toddler room. She loves going to daycare and she is happy and thriving there. My husband and I are thrilled to be part of a center that grows with our child. Once she moves from toddlerhood to preschool, Wendy and her amazing team will be there to offer child care services. And when our daughter takes that big step to kindergarten at Millgrove Public School, she will feel extra security having Wendy and her incredible team to care for her before and after school. The relationship between the center and the school adds extra comfort to families. We feel incredibly lucky to be a part of the Millgrove Children's Center family. It is really a unique environment for children and it offers amazing programming and services to children from infancy and throughout their childhood years.

We hope that community members will cherish and fight for a child care provider that really does care.

Peter and Teri Lantagne

Sarah Riddell
824 Mohawk Rd West
Hamilton Ontario L9C 1X9
(905) 320-2600

December 9 2013

Dear Sir and Madam

I would like to introduce myself, my name is Sarah Riddell. I have a 5 year old son named Camren Simon. Currently he is enrolled in SK out-of-catchment with Millgrove Elementary School within the Hamilton Wentworth District School Board. Camren Simon has been attending the daycare "Millgrove Children Center" for the past 4 years of his life. Camren's father (Collin Simon) and I have been separated since Camren was 1.5 years old. We have joint custody; Camren spends half the week with both Collin and half the week with myself. We reside on the Hamilton Mountain, and Collin Simon resides in Waterdown Ontario.

We were introduced to the Millgrove Children Center when I was returning to work after maternity leave. Once I meet with the staff of Millgrove Children Center, I fell in love. It's hard for a parent to give their one year old child over full time days to any day care. We knew once Camren was of school-age Millgrove School would be a perfect fit for him. Wendy walks him over to school in the morning, and picks him up afterschool. Camren has made many friends within Millgrove School and the Daycare. It has been a seamless transition for Camren. Which having parents separated, means the world to us.

Regarding the future Collin and I were planning on keeping Camren attending Millgrove School and the Millgrove Children Center until the end of grade 5. Yes; both our current living arrangements are not permanent, but it has been a verbal agreement that it was in the best interest for Camren to keep in the same school, also; less arguing within the family.

I have heard of some recent talks that the board is thinking of closing Millgrove Elementary School. I do not know the ins and outs of the recent talks but this does upset our family deeply. When you walk through the front doors of Millgrove Elementary School you instantly feel welcomed. Mr Cameron, the new principle, he met me once and from then, he knew who I was, knows who my child is, and makes sure to say hi every time. All the staff at Millgrove School know all the children by name, it's a small community school where the children are cared for and known; they are not just known as a number like in a larger school. Mr Popek and Mrs Davis are Camren's current teachers. They are aware of the separation of Camren's parents and the recent new changes within Camrens home life and they let me know if any new changes arise with Camren. Along with the high thoughts of Millgrove School the Millgrove Children Center is just an added bonus. Like I said earlier, Millgrove Children Center is how our family was introduced into the Millgrove Community. Four years ago, when I was on my hunt for daycares, I interviewed many daycares, in home and centers, none of them came close to comparing to Millgrove Children Center. Wendy Teed, the owner of the center works hand and hand with all the staff to make Millgrove Children Center the best Center around. She looks and treats all the children just like her own. I feel content and I know my child is safe when he is with any staff at Millgrove Children

December 9, 2013.

To whom it may concern:

Our children have attended Little Angels and Millgrove Children's Centre for the past 4 ½ years. My son is currently attending Senior Kindergarten at Millgrove School. Our decision to attend Millgrove School was based solely on the continued care that he would be receiving from the wonderful staff at Millgrove Children's Centre.

Our children have both attended Little Angels/Millgrove Children's Centre since I returned to work after my maternity leaves. As parents, it was our utmost priority to have our children cared for in a warm, nurturing, supportive and friendly environment. Little Angel's and Millgrove Children's Centre provided this calibre of childcare.

It is essential that we have optimal care for our children when they cannot be with us, a place where we, as parents, feel safe and confident leaving the most special people in our lives. Having this high standard of care available for both my children in Millgrove has made us decide as a family, not to attend the school in our catchment area, but rather, continue having them cared and nurtured by the staff at Little Angels and Millgrove Children's Centre and attend Millgrove School.



Sarah and Michael DeLong

Tuesday December 10, 2013

I am writing to inform you about my experiences with the Millgrove Children's Centre. My children (age 5 and 7) have been attending the MCC either full time or before school for the past 5 years. The MCC is not "just a daycare" but a family.

I was always worried about putting them into a daycare centre instead of a home daycare but I soon found out that the MCC is the best of both worlds. My children get exceptional programming, fantastic ECE teaching staff, a large peer group in which to interact daily and the convenience of a 7am – 6pm operating time. On top of that, they get the small family feel of teachers that genuinely care for their growth and well-being, a place that they feel safe and accepted and the Teed family that treat all children as if they were their own. Whether it is in Walmart or in the parking lot, Wendy and Lionel know each child by name and speak to them. It is obvious the passion that both Wendy and Lionel and all of their staff bring to this operation. I have never been worried that my children were not being well taken care of and if anything my children are upset if I pick them up too early because they may miss an important activity or craft.

As a teacher, educational programming is very important, as I am well aware of the benefits of early learning in children. Both of my children were taught many skills prior to attending JK. Whether it was Jolly Phonics, writing their name or the routine of sitting in circle, my children experienced more success in school because of the preparation they received through the MCC. From my experiences, Wendy and the staff foster a true love of learning within each child and go the extra mile to teach them valuable life skills.

The Teed family and the staff create a sense of community by holding a Christmas concert every year. This gives the children a chance to perform with their daycare friends and they always put on quite a show. I also am the recipient of many creative crafts that allow my children to express their thoughts and feelings. These are always well thought out by staff and follow a central theme. There is excitement in their voice as my children tell me "Hey Mom, look in my folder to see what I did!" Each year at Christmas, Wendy and the staff run a dollar store where the children get to purchase a gift for each parent. This gift is then wrapped by the child and sent home for opening on Christmas morning. It is such a small gesture that they take time to do this every year but it means so much to my children and many others. The chance to give a parent a gift that "they bought" and that is a surprise is priceless.

Lastly, I feel that the Millgrove Children's Centre is truly a family where the Teed family, the staff and parents work together in the best interest of all the children. My children are happy and healthy because they have significant adults in their life through the daycare that speak words of encouragement and show genuine care in their lives. I will always be truly grateful for the work of Wendy, Lionel and all the staff at the Millgrove Children's Centre.

Sincerely,
Amy Eterno

December 2013

Making the difference.

We have expectations of care when it comes to our children, we want those we love to be happy, safe, and be in an environment that allows the cultivation of good values and development. There is a massive difference between those who are obligated to perform a service and those who are passionate and sincere in giving care. Millgrove Childrens Centre makes our daughter smile every day, she actually wants to go to daycare after school to see Wendy, Amanda, and have fun with her friends there. It was surprising at first when she would say new things or display new skills that when I asked "did you learn that at school?" she often responds with "no, at daycare". Now that we are familiar the centre it's no surprise at all. They truly care about our daughter and that allows us to comfortably work and go about our lives knowing our daughter is not only safe but happy. As a parent that's a critical difference.

We have experienced other daycares before being at Millgrove Children's Centre, the care, communication, and generosity was simply not the same. We as parents sincerely hope that the Millgrove School and daycare remain open. It would be a huge loss to the community and its next generation of contributors if we were denied that local benefit. It was a contributing factor to choosing our location to live. We don't want our daughter crossing highway 6 on a school bus and value her engagement in a small community atmosphere. There is a difference.

Thank-you,

Please feel free to contact me anytime,

Derek Moorse
32 Weneil Dr. Freelton
519-502-9669



VP – Cambridge Elevating
dmoorse@cambridgeelevating.com
1-800-265-3579 x 23



Emma Breitner

9 December, 2013

Dear Wendy & Lionel,

As you know our story is unique but not uncommon. My husband Steve and I are main caregivers for our grand daughter Emma. Parental grand parents, for the Mom and Dad in this little girls life are too young and unfocussed to look after her properly.

Every time we pull up to Little Angels to go to "school" Emma says she is at her other home. We have found the stability, routine, fun, and learning all a great asset to Emma. At 28 months old, she knows how to count to twenty, recites her alphabet, sings cute songs and is overall very confident in her abilities.

We have gone to other daycares and have not been happy with the overall feel, business rather than family. Meals that I would not want to eat, and staff that was not happy to be there.

We choose Millgrove children's centre for we knew Emma could grow with them, all the way to school age. No matter what direction she is pulled in with her young parents. It saddens me that Millgrove School is on the chopping block.

Sincerely yours,

Karen Breitner

Wendy and Lionel

Millgrove Children's Center is more than a "DAYCARE" to me and my family. They are my extended family and I love each and every one of the staff. They have brought stability to me and my kids (Rebecca and Jayden) there are nights my children don't even want to come home because they feel so at home and loved.

The kids actually love getting out of bed every morning to attend school. Because every day is a new adventure with magic shows, mad science and so many fun learning tools. What "Daycare" helps your child get ready for JK? Because of their exceptional work my son he was able to move into JK without any issues.

Jayden is now in grade 1 and is having some trouble keeping up with the reading level. Wendy has stepped in to help me with setting up a tutor and the use of the daycare to make it more comfortable on myself and Jayden. And by doing this Jayden feels at home and is learning so much more with the tools the daycare has provided my family. This truly warms my heart knowing that they want to help me it actually brings tears to my eyes to feel so much compassion.

July 2013 I lost my brother suddenly which tore my heart apart. Wendy and her exceptional staff stepped in to help me with any additional care for my children while I went through this horrible experience. They even attended my brother's funeral again what "DAYCARE" does this??? None only Millgrove because they are more than just staff making a pay chq they are my FAMILY and I would truly be lost without them in my life.

In closing Millgrove Children Center is my FAMILY not my DAYCARE

To Whom it May Concern:

My name is Michelle Raue and I am the mother of a 3 year old boy who has been attending Millgrove Children's Centre for just over a year. As a single parent the choice of where my son attended day care was a very important decision for me. I initially did not want my son to attend day care and tried to have him stay with family members when I went to work, which was not only a huge commitment to ask of my family, after a short time, I learned that this would not work.

The first day care I put my son in was a private home day care, he attended there for about 4 months and he never settled in, he cried every morning that I dropped him off and I didn't feel he was getting a lot of quality care while he attended there. I then put him in Little Angels toddler program, while he was apprehensive at first and did cry the first few times he was dropped off there, he quickly settled in. He, very quickly, began to be excited about day care and he began to grow socially. I have watched my son's development, both socially and verbally, and he is learning so much. His vocabulary has grown immensely, he knows all his colours, he can count and he is developing wonderful manners. Almost daily he brings home work that he has done at day care and he tells me about his day and his friends and teachers, and he loves his day care.

As a working parent, the most important thing to me is that my son is well cared for during the day, and I have never had any doubts or concerns about the care that he receives at Millgrove Children's Centre, the staff has always been open in telling me about any challenges or struggles my son may have faced that day and they have always remained open to anything I have asked be done to help my son. Wendy is a wonderful person, who has always told me that anytime and anything I need to speak with her about, she will make the time. And any time I have come to her about anything, she has. I watch the teachers and Wendy with the children and with my son and I can see that they truly care for the children that they spend every day with.

My son and I currently live in Dundas, and do hope to move to Flamborough in the future, I do hope that my son will be able to attend Millgrove Public School out of catchment, not only do I like the idea of him attending a smaller school, but I do want him to remain at Millgrove Children's Centre. Most of the children he attends day care with on a daily basis are the same children he has known for over a year now and these are his friends, I would hate to have to see my son be separated from the friends and teachers that he loves and is comfortable with.

I hope I have been able to clearly express and explain the concerns that I, as a parent, have for my son.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michelle Raue', with a long, sweeping underline.

Michelle Raue

Wendy Teed

From: Jessica Morris [jessmorris76@gmail.com]
Sent: December-08-13 9:28 PM
To: Wendy Teed
Subject:

"As a single parent of two boys, one attending Millgrove Public School, and both involved at the Millgrove Childrens Centre, I wanted to show support for our "extended family". Millgrove is a unique community of structured learning at the school, and stimulating activities at the centre, which have surpassed any of my preconceived expectations of child care and learning.

Working full-time and being a parent can get quite stressful at times, but knowing that I have the support of the Millgrove Childrens Centre, allows me to focus when away from my children.

Wendy Teed is an exceptional caregiver and business owner, and the work that she and her staff do for the children on a daily basis cannot be measured.

I really hope the Millgrove experience will live on for many little ones to come"..... Jessica Morris

Dec, 9/2013

Quality Day Care in the Millgrove/Waterdown Area

To Whom it May Concern,

I'd like to highlight the quality care and support our family receives from Millgrove Children's Centre on a daily basis. As a parent you should make an informed and well researched decision on where you want to place your child for daycare. As a working parent, this is a decision you have to make. You are essentially giving your child to someone for day, with the hopes that the values you keep at home are continued in their place of care.

Millgrove Children's Centre is and has been the best place we could have for child's care. My son thrives in the supportive, caring and educational environment provided by Wendy Teed and her team. Each teacher knows my child and respects my child. I know he feels loved and cared for.

It's also important for a parent to be listened to, with concerns and questions. Wendy and her team take time to provide advice and support to parents. As a mother, I truly appreciate this.

A testament to the quality of care, at least for our family, is would you recommend Millgrove Children's Centre to other's? The answer is yes.

Thank you for your time,

Alison Puri, Waterdown Ontario

A. Puri, Thank you.

Millgrove Children's Center
Little Angels Infant and Toddler Center
374 Concession 5 West
Millgrove, Ontario
L0R 1V0

Kyla Bonham & Brian Fulton
c/o Alexander Fulton
28 Fifth Avenue
Cambridge, Ontario
N1S 2G2

Attn: ARC Working Group

My family began attending Millgrove Children's Center (MCC) in September 2013. Although we have only shared a few months with Wendy, Lionel and the MCC staff; I can say with complete assurance that this not your ordinary day care center. This is where families are shaped and where a community comes together. MCC and Millgrove School are geographically the hub of the Millgrove & Flamborough Community. Closure or interruption to this school or day care center would devastate the area. As Waterdown transitions to a City of Hamilton suburb, Millgrove remains quaint. This small community, minutes away from development, is special and unique in the sense that it reminds me of a time when life was slower and less hectic.

I grew up in rural Hamilton, Mountsberg, where private day care was unheard of. My mother remained at home to raise my sister and I while my father worked as the Staff Sergeant for Halton Region Police Department. During my pregnancy with my son Alexander, my partner and I began exploring the world of day care centers. I was extremely worried and felt the decision to place our son in a center was monumental. I knew that whichever center we choose would impact his development socially, emotionally, and physically. I knew that finding a day care center that shared the same philosophies and family values as we did was a priority. We visited many private and government centers and in-home centers. The moment I walked into Little Angels (LA) I knew I had found exactly what I was looking for. I was certain that this was where I wanted my son to spend his time while I transitioned back to work.

In this economy it has become a necessity for both Mum and Dad to return to work. It is because of the Little Angels center and staff that I was able to return seamlessly. We cannot express how grateful and appreciative we are for the wonderful care our son has received while in the center. Alexander has made noticeable developmental strides while at Little Angels and he truly does love coming to the center. We are very thankful for the safe and happy environment provided by this center and we have every confidence in leaving our son there. The Little Angel's staff is second to none and we have come to feel like these teachers are part of our family.

Please know that this center holds our highest regards and we will always provide positive feedback to our family and friends who live in Flamborough. The reality of this situation is that Millgrove is a unique and very special rural community; our children are its' future. Closing the school and altering the child care service would impede the fundamentals that I want to see in this future generation. My roots are country, my family is country and I want my son to experience the same country living I was raised in.

Sincerely,

~Kyla, Brian & Alexander

To whom it may concern

Millgrove Children Centre – A great place for our kids.

Millgrove Children Centre is a wonderful place for kids who live in and go to school in this small close nit community – I have a 3 and 6 year old who have been going here for a while and they love it. Wendy (the owner) and her staff are simply amazing; they are flexible and sensitive to the needs of the kids and parents. Millgrove Children Centre has been a crucial and well valued part of the community. It integrates seamlessly with the much loved Millgrove School and there is a clear bond not just with the kids but also with the parents and community as a whole. Those of us who live here feel very lucky to have this set up that works well for us.

This isn't just another day care – Millgrove Children Centre has that warm integrated family feel which I believe will be difficult to replicate in another Day Care facility. I know given the choice, I will be staying with Wendy and I am sure most parents in the area will say the same. It is important to us that our opinions and values are counted; we have made a choice to come to Millgrove Children Centre and would truly appreciate it if you kept this a viable option for us Millgrove parents.

Many Thanks

Clare Smith

(Mum to Tristan and Kayleigh Rose)

Dec 9/2013

Millgrove children's center is an exceptional daycare/pre-school facility. Our son has been enrolled in MCC since he was 12 months...he is currently 3. We have had experience with other day care and before and after programs with our other children and the quality of care does not compare. Walking into any of the three centers you can see the difference. There is a feeling of "home" through out with pictures of the children, all of the teachers are engaged and affectionate.

Wendy does an excellent job of selecting and retaining staff that want to make a difference in our little ones day. They offer weekly "themes" that engage the children in a fun but learning environment. The children are always stimulated through music, reading, structured creative and play time.

Most importantly, our son always feels safe and comfortable at MCC. He is always happy to go and always has stories to tell us about his "big school" and his "friends". When we ask our son who his friends at school our the first people he mentions are Gina, Ariel and Amanda...who are actually teachers.

We would never consider any other daycare/pre-school. MCC stands out above the rest.

Sincerely,

A handwritten signature in cursive script that reads "Tracey Bradburn-Heaton". The signature is written in black ink and is positioned above the printed name.

Tracey Bradburn-Heaton

Correspondence #1

Dear Committee Members

I would hate to see the Millgrove Public School closed. Yes Millgrove is a small community, but a very desirable area to live. Not all want to live in an urban environment, and Millgrove offers rural living within minutes of Watertown, Burlington, greater Hamilton, and the newer developing commercial area at Highways 5 & 6. No there has not been much development in the Millgrove area in the last few years, but that can be directly related to the Green Belt zoning and limitation of severances. Development and new housing has been limited to existing lots, or older homes that have been renovated and upgraded. The current growth of Waterdown, and the need to expand the Waterdown High School, supports that this is a desirable area. With that demand, comes the need for supporting facilities: schools and libraries. Accessible schools, where children of all ages are not subject to extended bus rides. Schools that can accommodate fluctuating populations, and not be subjected to over populated class rooms. Schools that have a site large enough for building expansion if required. I think Millgrove Public School has a prime location, a nice large site, and supporting after school day care beside and across the road from the school, which is so important to working families. Yes the school is an older one, but the cost of renovation and upgrading would probably be less costly, than bussing over a number of years.

I hope the committee members will see the benefits of the Millgrove Public School and support the local community, and vote to keep the school open.

I have lived in the Millgrove area for over 30 years, and have had a child attend the local schools in past years.

Sincerely;

Linda Sway

Correspondence #2

Good afternoon,

We are Greenville residents and parents of two children going to Greenville school. We would like to voice our opinion on the school closures and we're hoping this is the right avenue to take.

We are supporting the vote that recommends closing Spencer Valley and building a new school on the current Greenville site, and then have Millgrove students feeding into Greenville for grades 6-8.

This is such a great area, and with the new planned arboretum behind the school, we think it would be in the students best interest to have this site for the new school.

Thank you for your time,

Keri & Dan Kreuger

Correspondence #3

Rosalyn & Robert Vanderboom

933 Brock Rd, RR#4

Dundas, ON

L9H 5E4

December 10/13

To the Working committee of the ARC

Regarding Proposed Solutions for the West Flamborough ARC review

Re: Specific proposed one site solution for Greensville (GV), Spencer Valley (SVS) & Millgrove (MPS) only & closure of MPS.

Having attended the public meeting, we must respond to the information discussed on Dec. 4/13, as it concerns us greatly.

The purpose of the ARC review is twofold: to decide on the best education solution for children and their community, AND make recommendations for the long term accommodation plan to achieve 90-100% accommodation status. Hence, whatever solution proposed must meet both objectives.

Discussions to close Millgrove school, and consolidate it with a Greensville located K-8 school may achieve 90-100% accommodation; however, it negates key guiding principles and does not achieve all required criteria.

It cannot be said that it is in the best interest of Millgrove's students to attend a K-8 school, for up to 10 years, establishing key childhood friendships with Greensville & Millgrove students, only to be separated from their lifelong Greensville peers to attend Waterdown High school (WDHS). Deciding to consolidate to one school only would necessitate a further costly repeated high school boundary review, to determine if parents would then want their children to attend Dundas High school with all their peers. Speaking as a member of the boundary review committee of 2012-2013, three surveys completed (2 at cost to the board) resulted in consistent data that indicated 67% of parents wished their children to attend WDHS. Why create a more detrimental, divisive school pathway that will not meet the quantified wishes of Millgrove families? Data indicated that parents wanted to minimize the amount of separation from their K-5 peers (they wanted to keep this age peer group together for middle school), attend a rural school, and 67% consistently selected WDHS as the high school of choice. Attendance at Spencer was the unique HWDSB board solution for middle school, to minimize peer disruption, allow attendance at a rural school and attendance at WDHS. A decision which results in Millgrove students being separated from their K-8 peer group (10 year friendships) is NOT in the best interest of these students learning and overall development. If the one site solution is proposed, the only workable solution then becomes sending all students to the same Dundas high school, negating the stated wishes of parents, and forcing a new high school boundary review (if Dundas High school is able to accommodate students from MPS not currently in their projections). Does the working group truly believe that this is an acceptable, healthy school pathway? By moving to one site only for GV, SVS, & MPS, there is a huge impact on the school experience of MPS students, as currently proposed. While it is not in the mandate of the ARC to make high school decisions, how can you support

creating this costly & deleterious outcome? Would this be an acceptable school path and solution for all elementary students in this ARC? The answer is clear...

Well, it actually was proposed for a portion of Greenville students (approximately 30) to move to MPS for K-5, to join Greenville peers at Gr. 6 at SVS, to later attend Dundas High school. We understand that this is no longer a proposed solution, as the community did not support it, and their voice has been heard, (despite the fact that removing these students did not meet the accommodation projection needs of MPS as recommended by staff, as this was secondary to the community voice). We can only hope that the voices representing the best interests of MPS students will be heard equally, as the consolidation to one site does not meet the best educational interests of our community, nor represent our wishes. To achieve the required accommodation projections, there are many solutions that may be entertained, while keeping the MPS site open and a site in Greenville open.

1. Correct sizing a Greenville site. Greenville currently requires a school of approximately 375 maximum (Current Greenville 200 students, SVS 175 students).
2. Reviewing the internal catchment boundaries for Millgrove public school to enhance its ability to meet accommodation targets.
3. Reviewing the unique location and role of Millgrove, with respect to Waterdown growth, as an elementary school that meets the needs of both wards 14 & 15. Millgrove crosses both the rural and urban boundary, in its proximity to Waterdown, and the future anticipated growth surrounding the Waterdown bypass.

We urge you to review and weight all criteria equally.

While attractive to close MPS and utilize the funds to build a new, 550 capacity school in Greenville, this does not represent the most requested solution for Millgrove students, and does not treat all students equally within the ARC. 21st century buildings are just one criterion in this decision. Also, let's not confuse concepts - a 21st century building does not equate it to 21st century learning – it is not the same!

While suggesting that transportation time is modifiable, and recommendations can be made, we suggest that once completed, the working group committee will not be able to affect the decisions made by the independent combined transportation board (HWSTS), to impact the transportation decisions that govern students' daily lives. There is no mechanism in place to enforce, in practicality, the working committee's length of bus ride recommendation. Bus planning is determined by HWSTS alone, and ride times evaluated only for new students, based on "normal conditions" (see ride time policy on HWSTS website). Hence, reduction in bus ride times appears to me, a mere platitude, and not a reality, negating the educational needs of bused students from the northern aspect of the MPS catchment area.

Millgrove school has fostered 21st learning, despite its 100 year old building, as demonstrated by the quantifiable EQAO success rate. Why would the board want to remove a successful, highly functioning school body? Why undo a "thriving entity"? Why does everyone believe that 21st learning only occurs in a new building? How ludicrous to believe that 21st learning does not occur in well respected, historic universities & buildings like Queen's, Oxford & Cambridge, and that new buildings are required to achieve 21st century learning. Looking at the university level, sites with effective learning add to their historic footprint, rather than remove the old buildings! Why is the board considering pulling down a 100 year old building, with only \$1.3 million in FCI, when all younger buildings have greater capital costs? Why create a new school entity with unproven success? The age of the building and the size of the student body do not ensure success!

If the Greenville community decides that building on the GV school site is preferable build location, a historic building could be maintained on site (separate from a new, right sized combined GV & SVS school), and they could retain the benefits of a walkable location. Alternatively, if the SVS was selected, the septic bed would meet the needs of the “right sized school”. Having had a child succeed at SVS, adding K-8 only builds on SVS known record for success.

Millgrove has a unique, daycare solution, that meets the needs of all children in a family, whether infant or school age, for the whole calendar year. This model is the most effective for parents, and was aspired to but not attained by the Ministry of Education when implementing full day learning. Why suggest regressing in our model of daycare? Why not aspire to a better model that truly meets the needs of working parents.

We understood the mandate of the ARC working committee was to work collaboratively, to attain the best educational strategy for all students within the ARC. We do not believe that one site (for all students from GV, SVS, and MPS) and closing MPS is in the best educational interest of students from MPS. Please collaborate and review if the accommodation objectives can be achieved, without compromising the best stated solution for each community. Millgrove parents were unanimous at the public meeting, indicating there is no support for the closure of MPS.

Please hear our voice, as we ask for MPS to remain open for K-5, followed by a Greenville located middle school, and WDHS for high school, as those akin to our children’s best learning needs,

Sincerely,

Rosalyn & Robert Vanderboom

Correspondence #4

Dear ARC Working Groups,

I contact you as a parent of two children - one at 4 months, and the other at 3 years of age - living equal walking distances (<1km) to either Spencer Valley or Greenville schools. Closing one school versus the other will not affect the distance that our children will walk. Further, I do not expect that one versus the other would make a substantial difference to our property value or convenience-of-location within the community. Thus, I am perfectly neutral in those regards. However, the Spencer Valley location will present a safety concern for our children, due to lack of sidewalks.

This concern stems from my experiences while driving past the two schools. Due to the location of our home, I've travelled both routes frequently in the past. I've learned to avoid Old Brock Rd. immediately before and after school hours, since I sometimes encounter kids walking, literally, down the middle of the road. In contrast, the route past Greenville School often includes convoys of parents and strollers but I observe no issue because there is a sidewalk. Now, if you make Spencer Valley a K-8 school and put those parents and strollers on the road (e.g., my wife and our children), then I foresee a significant safety issue.

I'd prefer the Spencer Valley site if it had sidewalks. The reason: I presume that construction of a new school on the Greenville site would either (a) limit outdoor activities during construction or (b) necessitate transfer of all students to Spencer Valley during construction. Either way, at least one of our children would experience significant interruption. However, that interruption would seem preferable to convoys of children, parents and strollers (e.g., my wife and our children) walking

to Spencer Valley without sidewalks. This will occur; it does with the current middle-school kids, and will become convoys of K-8 children, parents and strollers.

My suggestion: The requirement for additional sidewalks should be considered a "given" whenever considering the Spencer Valley location. If you can do that, the board can do that, council can do that, the ministry can do that... then I'm all for the Spencer Valley location.

With regards to renovation versus a new school, I would prefer renovation, with a presumption that it would be less disruptive to students, and more cost-effective.

Continuation of an after-school program, such as Umbrella, is also desirable.

The sidewalk issue remains the "elephant in the room" though.

Regards,
Alex Martin

Correspondence #1

Sunday January 19, 2014

Dear ARC

I am writing to you as a parent of a child who attends Greensville School.

I have been following the information posted on the website and can tell that both parents from the Greensville and Millgrove communities are passionate about keeping their schools open.

The Ministry of Education would like to see all schools in Ontario move to a JK-8 community. Currently we have two elementary schools that are both JK-5 feeding into Spencer Valley. It is unfortunate that these schools have to close because they both offer superior education to their students. Both schools have high EQAO scores and families are happy with their schools. I would prefer that Greensville remain open and nothing changes but unfortunately that is not an option. Thus I am going to make some suggestions that I feel need to be considered as you make your proposals to the Board of Education.

I believe this is the opportunity for both communities to have a brand new 21st century school. Our taxes are high and it would be wonderful to see our hard earned money be invested in our own community. Although I moved to a rural community so my children could attend a small school it would be a lucrative feature to bring new families into our communities. I read a post from another parent that stated a 21st century building is not necessarily 21st century education. I have faith and trust in the principal to hire teachers who would continue to provide our students with the same high quality education they have been receiving. They would have the resources at their finger tips that we as parents have been doing fundraising for. I have visited new schools and the facilities offer amazing opportunities for our students.

I believe merging Greensville, Spencer Valley and Millgrove Schools will be more cost effective and aligned with the Ministry of Education's goal.

If the proposal is to keep Millgrove open and Greensville and Spencer Valley become one, the building chosen for the new school will just get a renovation. This is a bandaid fix and before we know it, this situation will be before us again. Thus, I would ask you to consider proposing a new school for Greensville and Spencer Valley. I know that this may not be approved by the board but if not proposed at all then cannot be turned down. Or, provide a list of things that need to be renovated at the new school. If Spencer Valley is chosen, perhaps when they add the primary wing they could update the gym and ensure the library is renovated to accommodate both primary and intermediate books.

I would like the committee to consider the impact on extra curricular activities for students if Millgrove school remains open and is changed to a JK-8 school and Greensville and Spencer Valley merge to JK-8, it will be difficult for students to participate and be competitive in the extra curricular events that are offered to students in grade 6,7 and 8. There will not be enough students to create teams. This part of school climate is just as important as the academics.

I would also like to suggest that the timeline be carefully considered. Realistically, I believe that even a renovation could not be completed until September 2016. The renovation on the new Dundas High School hasn't even begun and the school will not be ready for September 2014. That ARC happened two years ago. I

would like to suggest that students do not leave their current school until either the new school or renovation is complete. Thus the children will only experience a change once.

Thank you for volunteering to be part of this process and listening to the input from the community. I understand that this is a time consuming journey and your commitment is greatly appreciated.

Sincerely
Nancy Johnson

Correspondence #2

Hi,
My name is Barb Miller-Firman, and have a daughter in JK at Greensville Public School. I have been to a few of the arc meetings and unfortunately work prevents me from attending tonight. So I decided to email what I would have said if given the opportunity.

Our family lives in Dundas and my husband and I fought to have our daughter accepted out of catchment so she could go to Greensville. We live a few streets over from Yorkview but plan in the next year to move more rural and will be within the bounds of either Greensville, Beverly or Seaton. We have decided this because after doing our research we liked the more "rural" school environment and wanted her to get used to bussing and making some friends. We have family who went to Greensville and Spencer. We love everything about Greensville. It has been an amazing school so far.

Both my husband and I come from a long line of educators, principals and even a chairman/president of the Simcoe public board. We understand that changes will happen and don't delude ourselves that Greensville will be safe and remain open (even though we would love that) But, as parents we want the best decision out there for our daughters. Living in Dundas and being part of the community, we are seeing what is happening with the high schools, and do not want that happening with the elementary schools.

If Greensville is to close and Spencer taking on k-8 becomes the plan, I don't want to see so much disruption and upheaval happening. That is not fair to kids. Major work will need to be done, or a new school needs to be built. Both my husband and I vote for a new school, one that will properly accommodate all students. We decided more rural to avoid portables and overcrowding that is seen at other schools. I would hate to see a "bandaid" solution done to Spencer.

Through the Arc meetings I know it has been discussed that work will need to be done before kids move to those schools and that everything they currently have needs to be in place. Proper computer labs, smart boards, etc.

I know there is no easy solution when it comes to schools, and families and everyone has an opinion. I just hope that whatever decision is made, will be good for everyone. I feel that closing any of these schools is sad, but hopefully a new school will help accommodate everyone.

Thank you for your time,
Barb Miller-Firman

Correspondence #3

To the ARC committee and trustees,

With a heavy heart I write my last letter pleading for the best for my children. My name is Kristin Weber, mom of 3 children, 2 currently attend Greenville and 1 who is eager to begin in September 2015.

I have held onto a glimmer of hope that the Greenville site might remain a potential location for a new building to keep our community centered. After last weeks meeting I am still in shock of losing our school building and site forever.

I want a new school. My children will lose their charming, historical school without the chance to even fight to save it. I will NOT be happy with a pieced together Spencer Valley building. I would hate to see 3 portables pop up on the site, FDK modifications made to the school, and lose designated specialized labs, and call it a 21st century learning environment for my children and community.

I realize I am asking for the moon and stars, but I feel that we are due. Never has it been a possibility for us to fight to save our school, from the beginning we have been told, it's just too much money. So let's stop wasting money on maintenance, build a new, efficient, and safe school for our children now and for years to come.

Thank you ARC members for all the time you have committed to representing your communities, I'm sure it has been an exhausting and emotional journey, thank you.

And to the trustees, please weigh all options in providing the best for all our children today and students in the future.

Sincerely,
Kristin Weber

Correspondence #4

Next page..

39 John Martin Crescent
R.R. #1
Millgrove, ON
L0R 1V0

January 22, 2014

To the Attention of the ARC Working Committee,

Please Keep Millgrove Public School Open!

It has come to our family's attention that the Millgrove Public School is slated for closure in your current discussions.

We ask for the committee to please re-consider and keep the Millgrove location open. Although our children do not currently attend this school, we have high hopes they will be able to in the future. Our family is actively involved with the Millgrove Children's Centre day care run in the buildings immediately adjacent and across the street from the Millgrove Public School. We have a toddler and infant who will be entering the school system in September 2015 and September 2017 respectively. Our current plans and hopes are for them to attend Millgrove Public School so we can keep them in the Millgrove Children's Centre Before and After School programs so they can be familiar with the people they know now as they enter school.

For these 2 very important reasons and for the children of our local community, please keep Millgrove Public School Open!!

Please feel free to contact our family at (905) 690-7135 if follow up is required.

Concerned for the Future of our Children,


Teresa Radke-Glavin



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

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



Iranian President Hassan Rouhani: Economic sanct

Rouhani talks peace in first L

In what may have been the day's most widely awaited speech at the United Nations, Iran's new president, Hasan Rouhani, preached tolerance and understanding on Tuesday, decried as a form of violence the Western sanctions imposed on his country and said nuclear weapons had no place in its future.

Rouhani, whose speech followed President Barack Obama's by more than six hours, also acknowledged Obama's outreach to Iran aimed at resolving more than three decades of estrangement and recrimination, and expressed hope that "we can arrive at a framework to manage our differences."

But the Iranian leader also asserted that the "short-sighted interests of warmongering pressure groups" in the United States had resulted in an inconsistent American message on the nuclear dispute and other issues.

Rouhani restated Iran's insistence that it would never pursue nuclear weapons in its uranium enrichment program, saying, "this will always be the position of Iran."

We believe there are no violent solutions to world crises.

HASSAN ROUHANI



Parents,
have your say!

Hamilton-Wentworth District School Board (HWDSB) is holding a public meeting for the West Flamborough accommodation review. This provides an opportunity for the community to explore accommodation options for their schools. An accommodation review takes into account school space, programming and possible school closures.

The West Flamborough Review Area includes the following schools:
Beverly Central, Dr. John Seaton, Greenville, Millgrove and Spencer Valley

The public meeting will take place from 6 p.m. to 9 p.m.
on the following date:

Wednesday, November 6, 2013
Millgrove Elementary School
375 5th Concession West, Millgrove, L0R 1W0

Bus tickets are available upon request. Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

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*Parents,
have your say!*

Hamilton-Wentworth District School Board (HWDSB) is holding a public meeting for the West Flamborough accommodation review. This provides an opportunity for the community to explore accommodation options for their schools. An accommodation review takes into account school space, programming and possible school closures.

The West Flamborough Review Area includes the following schools:
Beverly Central, Dr. John Seaton, Greenville, Millgrove and Spencer Valley

The public meeting will take place from 7:30 p.m. to 9:00 p.m.
on the following date:

Wednesday, November 13, 2013
Beverly Central Elementary School
1346 4th Concession Rd. West Troy, L0R 2B0

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

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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:

EAST HAMILTON CITY AREA ONE REVIEW:	WEST FLAMBOROUGH REVIEW AREA:
Hillcrest, Parkdale, Rosedale, Roxborough Park, Viscount Montgomery, W.H. Ballard and Woodward	Beverly Central, Greensville, Dr. John Seaton, Millgrove and Spencer Valley
Thursday, December 5, 2013	Wednesday, December 4, 2013
Rosedale Elementary School 25 Erindale Avenue Hamilton, L8K 4R2	Dr. J. Seaton Elementary School 1279 Seaton Road Sheffield, L0R 1Z0

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

www.hwdsb.on.ca/elementaryarc



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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Parents, have your say!

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An accommodation review takes into account school space, programming and possible school closures.

The public meetings will take place from 6 to 9 p.m. on the following dates:

CENTRAL MOUNTAIN REVIEW AREA:

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

Tuesday, February 4, 2014
 Hill Park Secondary School
 465 East 16th Street
 Hamilton, L9A 4K6

EAST HAMILTON CITY AREA ONE REVIEW:

Hilcrest, Parkdale, Rosedale, Roxborough Park, Viscount Montgomery, W.H. Ballard and Woodward

Tuesday, January 28, 2014
 W.H. Ballard Elementary School
 801 Dunsmure Road
 Hamilton, L8H 1H9

WEST FLAMBOROUGH REVIEW AREA:

Beverly Central, Greensville, Dr. John Seaton, Millgrove and Spencer Valley

Wednesday, January 22, 2014
 Greensville Elementary School
 625 Harvest Road
 Dundas, L9H 5K8

WEST GLANBROOK REVIEW AREA:

Bell-Stone and Mount Hope

Wednesday, January 22, 2014
 Bell-Stone Elementary School
 6025 White Church and Nebo Rd.
 Mount Hope, L0R 1W0

Bus tickets are available where applicable upon request.

Childminding is also available by registering more than 48 hours before the meeting. Please contact HWDSB switchboard at 905-527-5092 ext.2291 or info@hwdsb.on.ca

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