Secondary Accommodation Review Committee ARC

The Accommodation Review Process

- The process follows Ministry of Education guideline, Board Policy and the Terms of Reference. There will be committee working meetings and public meetings. All meetings are open to the public.
- The Accommodation Review Committee (ARC) provides advice to the Board of Trustees through a report that includes recommendations on facilities and program.

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Committee Membership

- Committee is made up of parents, community representatives, Principals, school staff, student representatives, Trustees, Ward Councillors, Superintendents
- The committee will use a consensus model for decision making. When there is no consensus the members designated as "voting" will make the decision.

Information for the ARC

- The ARC will receive the recommendations of senior administration for their consideration. These recommendations inform the work of the ARC.

- The ARC will review the School Information Profiles (SIP). These profiles consider the value of schools to the student, the community, the Board and the local economy.

School Information Profiles

Hamilton-Wentworth District School Board
School Information Profile - South

#	1. Enrolment vs. Available Space	Barton	Hill Park	Mountain	Sherwood	Sir Allan MacNab	Total
	Data to be Provided to the ARC						
1	Current Average Daily Enrolment (ADE)	956	855	206	1156	873	4046
2	Projected Average Daily Enrolment (ADE) in 5 years (assuming no operational changes)	716	670	182	1044	739	3351
3	Projected Average Daily Enrolment (ADE) in 10 years (assuming no operational changes)	707	538	171	987	736	3139
4	Number of Classrooms Required (Current)	46	41	10	55	42	193
5	Projected Number of Classrooms Required in 5 years	34	32	9	50	35	160
6	Projected Number of Classrooms Required in 10 years	34	26	8	47	35	149
7	Capacity (Pupil Places)	1113	1218	546	1344	1491	5712
8	Number of Classrooms Available	53	58	26	64	71	272
9	Current Utilization Rate (ratio of ADE to Capacity)	86%	70%	38%	86%	59%	71%
10	Projected Utilization Rate in 5 years	64%	55%	33%	78%	50%	59%
11	Projected Utilization Rate in 10 years	64%	44%	31%	73%	49%	55%
12	Current Space Surplus / Shortage (Pupil Places)	157	363	341	189	618	1666
13	Projected Space Surplus / Shortage (Pupil Places) in 5 years	397	548	364	300	752	2361
14	Projected Space Surplus / Shortage (Pupil Places) in 10 years	406	680	375	357	755	2573
15	Current Space Surplus / Shortage (Classrooms)	7	17	16	9	29	79
16	Projected Space Surplus / Shortage (Classrooms) in 5 years	19	26	17	14	36	112
17	Projected Space Surplus / Shortage (Classrooms) in 10 years	19	32	18	17	36	123

Questions for the Accommodation Review Committee to address
a. Are all of the schools in the area needed to accommodate current enrolment levels?
b. Will all of the schools in the area be needed to accommodate projected enrolment in five years; in ten years?
ADE: Average enrolment between Oct. 31 2009 and March 31 2010.

ARC Recommendations

- The ARC will prepare a report that will be presented to the Board of Trustees. This report will include the ARC's recommendations.
- The Trustees will also receive a report from Senior Administration with their recommendations to the Board of Trustees.
- The Board of Trustees will make the finals decisions.

Keeping Informed

- All information is posted on the Board's website
  - www.hwdsb.on.ca

- All meetings are open to the public.

Education in HWDSB

How do we ensure that your children/our students graduate prepared for a future that is changing at an unprecedented rate?

- **THE WORLD HAS CHANGED**
  - Today's students will have multiple jobs, many that have not been created yet.
  - The Digital World has connected us like never before.
  - The future is unpredictable.
- **THE EXISTING MODELS NO LONGER "FIT"**
  - AGRICULTURAL Model – seasonal cycle
  - Industrial Model – assembly line
  - Information Age – passively consume information
- **THE LEARNER HAS CHANGED**
  - Self-learner; Networked-learner; Lifelong-learner

Personal Learning Environments

- **Personal Learning Environments:**
  - Systems that help learners take control of and manage their own learning.
  - This includes providing support for learners to:
    - Set their own learning goals
    - Manage their learning – both content and process
    - Communicate with others in the process of learning, including meaningful feedback in order to achieve learning goals
  - Flexible environment
  - Supports local and global collaboration
  - Structures to support learning beyond school walls
  - Supports students natural interface with technology
  - Personalized: all, some, few
  - Everything is temporary and changes when needs

Real, Relevant, Responsive

- Learner-centred
- Self-directed
- Integrated, practical, real
- Problem-based; project based learning
- Interdisciplinary approach
- Flexible and adaptable – curriculum and physical environment
- Meet students in their world
- Classrooms are anywhere learning happens
- Community has a role in the classroom
- On-demand learning
- Collaborative – local and global
- Learning for life

WHY DO WE NEED TO ACT?

- The world has changed
- The existing models no longer "fit"
- The learner has changed

HOW WE RESPOND....

- The world is "flat"
- 21st Century Fluencies
- Strategic Choice
- Personal Learning Environments
- Real, Relevant, Responsive
- Community

Significant change does not happen overnight and must be considered in a planned, purposeful and strategic way.

Secondary Pupil Accommodation Review Committee – South

South ARC Accommodation Option Prepared by Board Administration

South ARC – Public Meeting #1
February 15, 2011

Why an Accommodation Review?

- **Program Benefits**
  - Larger enrolments provide greater options for students
    - Broader course selection
    - Flexible student timetables
    - More opportunities for all pathways
- **Financial Benefits**
  - Vast majority of grants are provided on a per pupil basis
    - School operations/ maintenance
  - Renewal

Secondary Accommodation Review Committee — ARC

Reference Criteria (as outlined in the Board policy):

a) Facility Utilization

b) Permanent and Non-Permanent Accommodation

c) Program Offerings

d) Quality of Teaching and Learning Environments

e) Transportation

f) Partnerships

g) Equity

## Secondary Accommodation Review Committee — ARC

- Schools Include:

Current Situation	OTG	2009/10 (Enrolment/ Utilization)	2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)	Current FCI	10 YR FCI
Barton	1,092	956 (86%)	716 (64%)	707 (64%)	36%	55%
Hill Park	1,194	855 (70%)	670 (55%)	538 (44%)	32%	45%
Mountain	525	206 (38%)	182 (33%)	171 (31%)	35%	67%
Sherwood	1,308	1,156 (86%)	1,044 (78%)	987 (73%)	60%	99%
Sir Allan Mac Nab	1,413	873 (59%)	739 (50%)	736 (49%)	21%	36%
TOTAL	**5,532**	**4,046 (71%)**	**3,351 (59%)**	**3,139 (55%)**		

OTG: On-The-Ground Capacity
FCI: Facility Condition Index

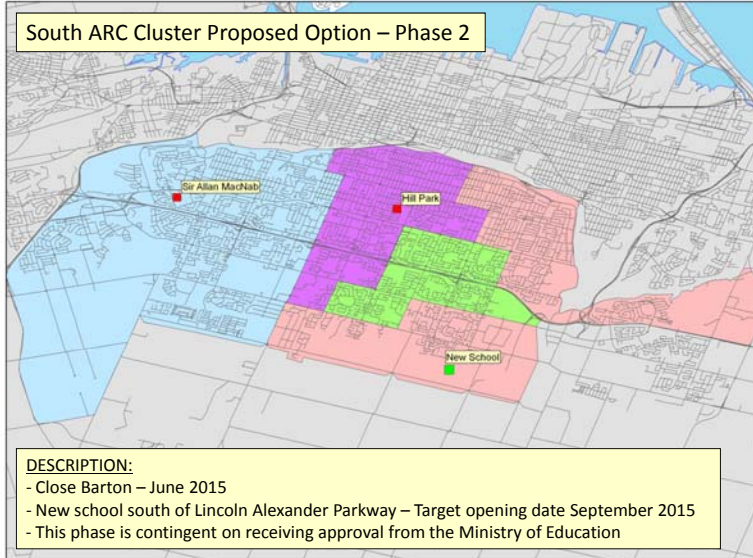South ARC Cluster – Current Situation
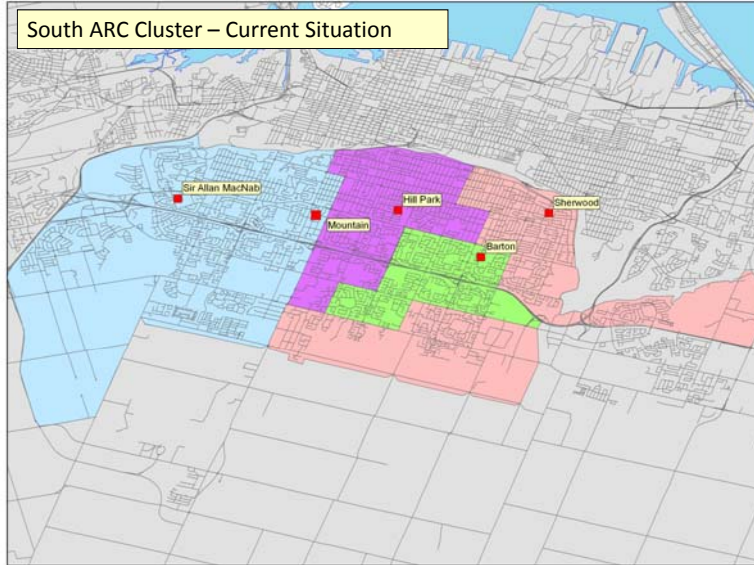
South ARC Cluster Proposed Option – Phase 1
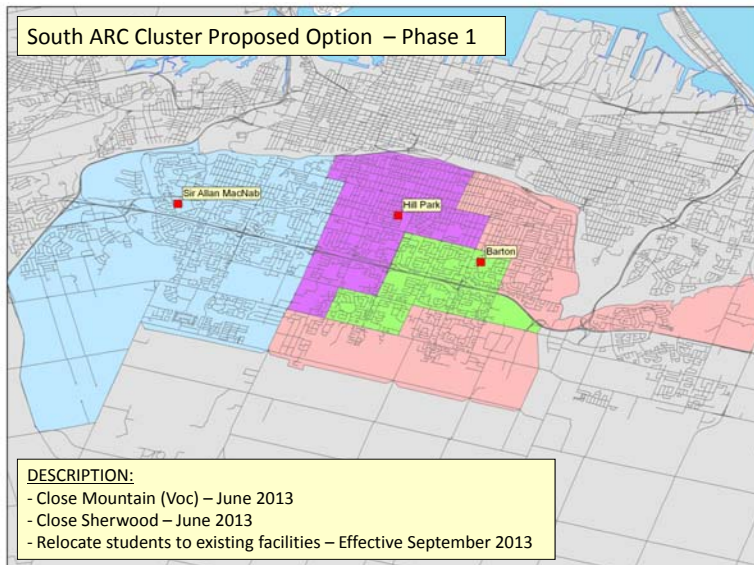
DESCRIPTION:
- Close Mountain (Voc) – June 2013
- Close Sherwood – June 2013
- Relocate students to existing facilities – Effective September 2013

South ARC Cluster Proposed Option – Phase 2

DESCRIPTION:
- Close Barton – June 2015
- New school south of Lincoln Alexander Parkway – Target opening date September 2015
- This phase is contingent on receiving approval from the Ministry of Education

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Facility Utilization (Phase 1)

	Current Situation				Proposed Option (Phase 1)	
	2009 OTG	2013/14 (Enrolment/ Utilization)	2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)	2013 OTG (Phase 1)	2013/14 (Enrolment/ Utilization)
Barton	1,092	719 (66%)	716 (64%)	707 (64%)	1,092	1,002 (92%)
Hill Park	1,194	704 (59%)	670 (55%)	538 (44%)	1,194	1,100 (92%)
Mountain	525	188 (36%)	182 (33%)	171 (31%)	-	-
Sherwood	1,308	1,130 (86%)	1,044 (78%)	987 (73%)	-	-
Sir Allan Mac Nab	1,413	795 (56%)	739 (50%)	736 (49%)	1,413	1,435 (102%)
TOTAL	5,532	3,537 (64%)	3,351 (59%)	3,139 (55%)	3,699	3,537 (96%)

Utilization for the proposed option is calculated using On-The-Ground (OTG) capacity

Facility Utilization (Phase 2)

| | 2009 OTG | Current Situation | | | 2015 OTG (Phase 2) | Proposed Option (Phase 2) | |
		2013/14 (Enrolment/ Utilization)	2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)		2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)
Barton	1,092	719 (66%)	716 (64%)	707 (64%)	-	-	-
Hill Park	1,194	704 (59%)	670 (55%)	538 (44%)	1,194	1,069 (90%)	916 (77%)
Mountain	525	188 (36%)	182 (33%)	171 (31%)	-	-	-
Sherwood	1,308	1,130 (86%)	1,044 (78%)	987 (73%)	-	-	-
Sir Allan Mac Nab	1,413	795 (56%)	739 (50%)	736 (49%)	1,413	1,339 (95%)	1,302 (92%)
New School	-	-	-	-	1,250	943 (75%)	921 (74%)
TOTAL	5,532	**3,537 (64%)**	**3,351 (59%)**	**3,139 (55%)**	3,857	**3,351 (87%)**	**3,139 (81%)**

Utilization for the proposed option is calculated using On-The-Ground (OTG) capacity


- Funding of any capital projects or improvements will be addressed through
  - Proceeds of disposition from the sale of the Mountain, Sherwood and Barton school sites
  - A business case will be submitted to the Ministry of Education which will include all potential cost savings

Secondary Accommodation
Review Committee
ARC

Summary of Option

- Stabilizes long-term enrolments at the remaining facilities
  - Increases the overall utilization rate for these schools from 55% to 81% by year 10
  - Provides opportunities for enhanced programming
- Removes the schools with the highest FCI from the Board's inventory
- Results in a positive impact on the long-term maintenance, operational and renewal costs of the Board
- Includes the construction of a new school and upgrades/ renovations to existing facilities which will, in part, be funded through the proceeds of disposition and is subject to approval by the Ministry of Education

Program Strategy
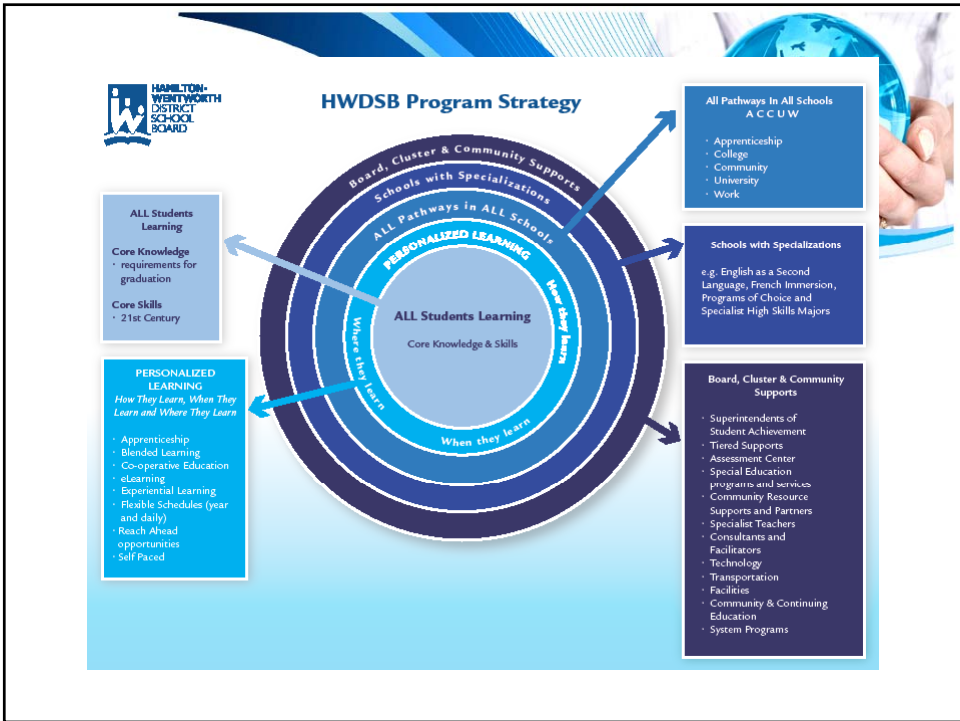
Tiered Intervention as Personalized Learning

- An **asset** as opposed to a **deficit** program plan (strength-based).
- First criteria: individual learning profile and level of independence
- Informed by exceptionality and/or need
- Focused with the end in mind
- Focus on *Learning For All*
- Schools provide inclusive and supportive environments that encourage the engagement and involvement of all students in all aspects of the secondary experience

Programs In All Schools

- **Student Support Centres**
- Provide academic support to students who are in regular class programs and earning credits
- **Student Alternative Support Centres**
- Provide socio-emotional support to students in regular class programs and earning credits
- **Comprehensive Support Programs**
- Provides targeted support in 2 specific subject areas
- Provides integration support in other subject areas personal, student-specific course selections
- Facilitate connections to appropriate programs (ex., Specialist High Skills Majors pathways)

Programs In All Clusters

- **Graduated Support Program**
- Solidify functional skills in literacy and numeracy; life skills; independence skill
- Planned transition to the community
- **Specific Support**
- Provide intensive, personalized support in various areas (ex., life skills; communication; social communication instruction; personal care)
- **Personalized Learning Centres**
- Provide individualized programs not housed in a regular high school setting
- A transitional support program