



## ***Secondary Pupil Accommodation Review Committee - North Terms of Reference***

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### **1. Mandate:**

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

#### **(a) Accommodation**

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

#### **(b) Facility Condition**

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

#### **(c) Program**

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

#### **(d) Transportation**

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

#### **(e) Funding**

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

#### **(f) Implementation**

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

#### **(g) Scope**

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

#### **(h) Timeline**

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





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### **2. Reference Criteria**

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

#### **(a) Facility Utilization**

- Facility Utilization is defined as enrolment as a percentage of “on-the-ground” capacity. The goal is to maximize the use of Board owned facilities over the long-term.

#### **(b) Permanent and Non-permanent Accommodation**

- Permanent accommodation refers to “bricks and mortar” while non-permanent construction includes structures such as portables and portapaks. The goal is to minimize the use of non-permanent accommodation as a long-term strategy while recognizing that it may be a good short-term solution.

#### **(c) Program Offerings**

- The ARC must consider program offerings, each with their own specific requirements, at each location. Program offerings include, but are not limited to, Regular, Vocational, Programs of Choice, Specialist High Skills Majors, French Immersion, Community and Continuing Education, Special Education, Alternative Education, Supervised Alternative Learning for Excused Pupils, Gateway, Care, Treatment and Correctional Programs, etc...

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

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

#### **(e) Transportation**

- The ARC should consider the Board's existing Transportation policy and how it may be impacted by or limit proposed Accommodation Scenarios.

#### **(f) Partnerships**

- As a requirement of the Policy and Ministry guidelines, the ARC should also consider opportunities for partnerships.

#### **(g) Equity:**

- The ARC should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.





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### **3. Membership**

#### **(a) Role of Members**

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

#### **(b) Committee Composition:**

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





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### **4. Operating Procedures**

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

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

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

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

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

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

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

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





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

### **(e) Voting Procedures**

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

### **(f) Accommodation Review Process: School Information Profile**

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

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

- Board administration must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, Board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.
- The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the Board.
- The ARC may recommend accommodation options that include new capital investment. In such a case, Board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of Board administration will propose how students would be accommodated if funding does not become available.
- As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

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

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





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- The ARC is responsible to ensure that public meetings are well publicized, well in advance of the scheduled meeting date. The School Board and ARC are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.
- Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.
- As indicated above, the ARC will consult about the customized School Information Profile prepared by Board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC's Accommodation Report to the Board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.
- Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.
- At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.
- Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and Board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

### **(i) Accommodation Review Process: Accommodation Report to Board**

- The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the Board must outline clear timelines around when the school(s) will close.
- The Board of Trustees will hold the following public meetings in order to complete the decision-making process regarding the closure of a school or schools:
  - A meeting to receive the report of the ARC (to be presented by the ARC's chair or delegate) and the Staff report (to be presented by the Associate Director or delegate). Following this meeting both reports will be made available to the public on the Board's website.
  - A meeting to receive public input on the ARC report and the Staff Report.
  - A meeting for the Board of Trustees to make the final decision regarding the future of the schools. As part of any resolution to close a school, the Board will outline anticipated timelines for the school closure. The ARC is to submit its final report to the Superintendent of Business who shall direct Board staff to analyze the ARC's report and prepare their proposals and recommendations regarding the future of the schools for the Board of Trustees.



**Appendix “A”: Program Definitions**

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

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

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

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

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

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

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

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

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

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

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



**Appendix "B": Committee Membership**

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



**APPENDIX "B"**

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





## Pupil Accommodation Review Policy

Date Approved: December 2009

Projected Review Date: December 2013

### 1. Purpose

- 1.1 School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.
- 1.2 The purpose of the Pupil Accommodation Review Policy is to provide direction regarding public accommodation reviews undertaken to determine the future of a school or group of schools.
- 1.3 The policy ensures that where a decision is taken regarding the future of a school, that decision is made with the full involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. A copy of those guidelines is provided in Appendix A.

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

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

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



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

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

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

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

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

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



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

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

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



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

## 5. School Information Profile

- 5.1 Board administration are required to develop a School Information Profile to help the ARC and the community understand how well schools meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School
- 5.2 Information Profile includes data for each of the following four considerations about the school(s):
- (a) Value to the student
  - (b) Value to the school Board
  - (c) Value to the community
  - (d) Value to the local economy
- 5.3 It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by Board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.
- 5.4 The School Information Profile Template attached in Appendix "B" provides a sample of the information that will be provided.

## 6. The Accommodation Review Process

- 6.1 Accommodation Options and School Information Profile
- (a) Board administration must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, Board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.
  - (b) The ARC will discuss and consult about the School Information Profile(s) prepared by Board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of



Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

- (c) The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the Board.
- (d) ARCs may recommend accommodation options that include new capital investment. In such a case, Board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of Board administration will propose how students would be accommodated if funding does not become available.
- (e) As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

## 6.2 Community Consultation, Public Information and Access

- (a) Public consultation is to be at the heart of the accommodation review process. A minimum of four public meetings, structured to encourage an open and informed exchange of views, are to be held by the Accommodation Review Committee. If possible the meetings are to be held at the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).
- (b) The ARC is responsible to ensure that a wide range of local groups is consulted.
- (c) These groups may include the School Council of the schools in the review area, parents, guardians, students, teachers, the local community and other interested parties.
- (d) The ARC is responsible to ensure that public meetings are well publicized, well in advance of the scheduled meeting date. The School Board and ARC are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.
- (e) Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.
- (f) As indicated above, the ARC will consult about the customized School Information Profile prepared by Board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC's Accommodation Report to the Board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.
- (g) Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.
- (h) At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.
- (i) Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and Board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

## 6.3 ARC Accommodation Report to the Board



- (a) The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the Board must outline clear timelines around when the school(s) will close.
- (b) The Board of Trustees will hold the following public meetings in order to complete the decision-making process regarding the closure of a school or schools:
  - A meeting to receive the report of the Accommodation Review Committee (to be presented by the committee's chair or delegate) and the Staff report (to be presented by the Associate Director or delegate). Following this meeting both reports will be made available to the public on the Board's website.
  - A meeting to receive public input on the ARC report and the Staff Report.
  - A meeting for the Board of Trustees to make the final decision regarding the future of the schools. As part of any resolution to close a school, the Board will outline anticipated timelines for the school closure. The ARC is to submit its final report to the Superintendent of Business who shall direct Board staff to analyze the committee's report and prepare their proposals and recommendations regarding the future of the schools for the Board of Trustees.

## **7. Timelines**

- 7.1 Board decisions to establish an Accommodation Review Committee will also include the date in which the final (ARC) report is to be presented with due regard for the following provisions related to the timelines for an accommodation review process as specified in the Ministry of Education's Pupil Accommodation Review Guidelines:
  - (a) Following the establishment of the ARC to conduct an accommodation review, there must be no less than thirty (30) days notice before the first public meeting of the ARC.
  - (b) Beginning with the first public meeting, the public consultation period must be no less than ninety (90) days.
  - (c) After receipt of the ARC and Staff Reports by the Board of Trustees, there must be no less than sixty (60) days prior to the meeting where the trustees will vote on the recommendations.
- 7.2 Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.





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

## **PURPOSE**

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

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

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

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

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

## **SCHOOL BOARD ACCOMMODATION REVIEW POLICIES**

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

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



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

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

## **ACCOMMODATION REVIEW TERMS OF REFERENCE**

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

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

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

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

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

## **SCHOOL INFORMATION PROFILE**

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



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

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

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

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

### **Value to the Student**

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

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

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

### **Value to the Community**

- facility for community use;



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

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

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

### **ACCOMMODATION REVIEW PROCESS**

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

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

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

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

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

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

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



### ***Accommodation Options***

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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





## MINISTRY OF EDUCATION ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

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

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

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

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

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

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

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

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



## Glossary of Terms

### **Enrolment:**

**Average Daily Enrolment (ADE)** is the calculation of the number of students enrolled in a school based on two count dates within the academic year – October 31<sup>st</sup> and March 31<sup>st</sup>. The ADE total is calculated by averaging enrolment at the school during these two time periods and is meant to capture the second semester decline in enrolment as a result of students who graduated at the end of the first semester and have left the system.

**Head Count** is the actual number of students attending a school at any given time for any given program.

**Full Time Equivalent (FTE)** is the adjusted Head Count enrolment to take into account part-time students.

### **Facility Condition Index (FCI):**

A ratio used to measure the relative condition of a building taking into account all building systems. It is calculated by dividing the cost of repairs for the building by the replacement value.

### **Prohibitive-to-Repair (PTR):**

Designation attached to a building when the FCI (see above) is equal to or greater than 65%. A high FCI is indicative of the cost of repairs to the building compared to the cost to rebuild the facility. The 65% FCI threshold that results in the designation of a school as PTR was set by the Ministry of Education.

### **Gross Floor Area (GFA):**

The total constructed area of a building.

### **On-The-Ground Capacity (OTG):**

The rated capacity for a facility (number of students the permanent structure can accommodate) as indicated on the Ministry of Education's School Facilities Inventory System which is a web-based database containing facility-related data of all schools in Ontario. Depending on the type of room, the space will have a different loading (i.e. secondary classroom @ 21 pupil places). It does not represent the physical limit of the space.

### **Utilization Rate:**

The measurement of the physical use of the permanent school facility based on the comparison of *Enrolment* to the *On-The-Ground (OTG) Capacity* of the school.

### **Operating Costs:**

These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

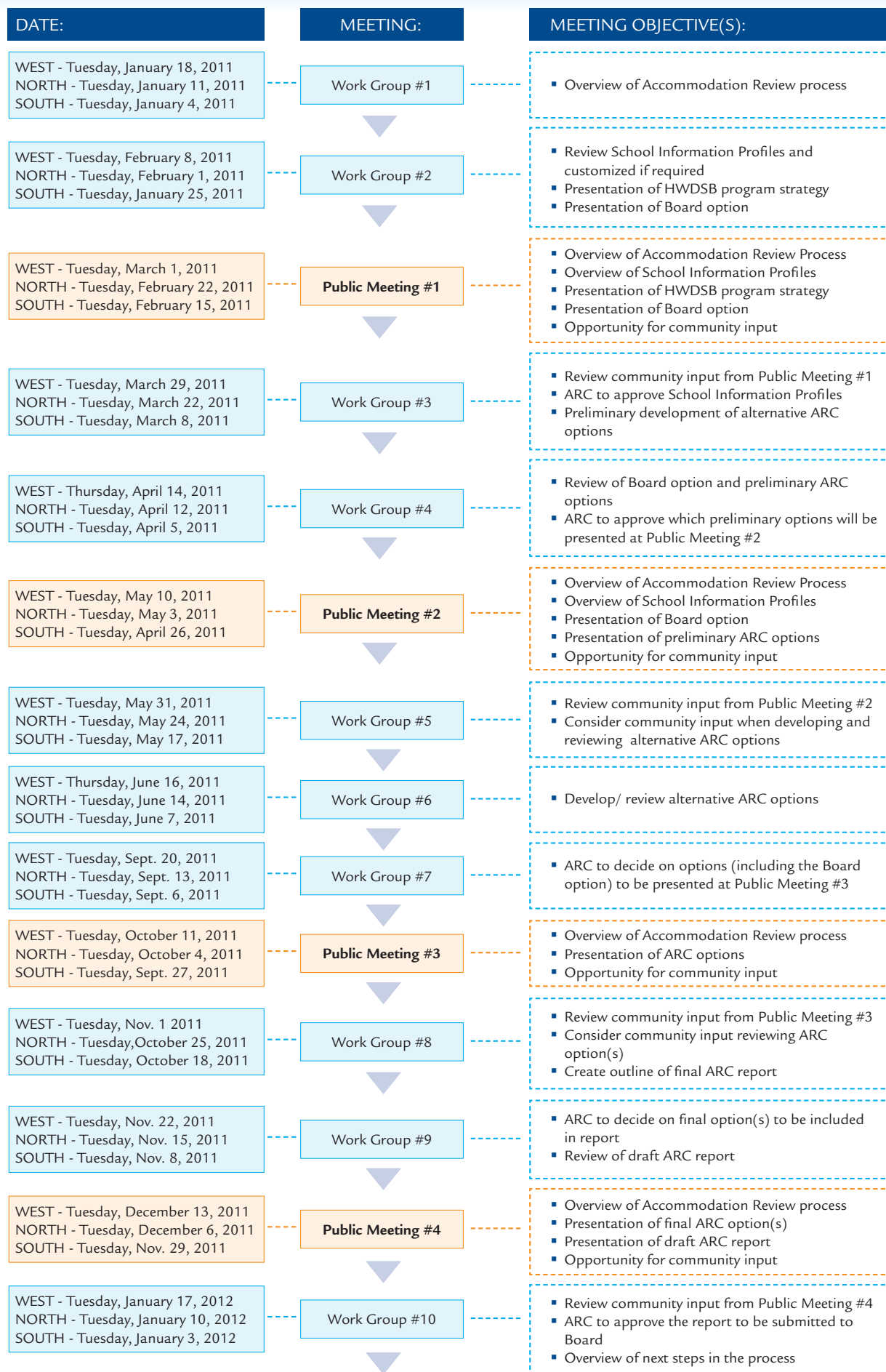


**Administrative Costs:**

These include all of the expenditures associated with a school's administration staff including the salaries of the principal, vice-principal(s), secretaries, etc.



# ARC Process and Timeline





# Secondary ACCOMMODATION Review Committee

## Accommodation Review Committee – North Committee Members

Position	Name
<b>Chair</b>	Vicki Corcoran
<b>Voting Members</b>	
One Principal Representative	Rick Kunc
One Teacher Representative	Declined
Two Student Leader Representatives	Annie Fu Mohamud Mohamed Mohamud
Two Public School Community Leader Representatives	Michael Chalupka Grant Thomas
Two Parent Representatives Delta	Michele Cameron Sandra Binns
Two Parent Representatives Glendale	Lisa Deys Jane Withers
Two Parent Representatives Orchard Park	Marie Jackson Anna Busse
Two Parent Representatives Parkview	Barb Wachner  Laura Gill – No E-Mail Address
Two Parent Representative Sir John A Macdonald	Jane Henry Prema Rao
Two Parent Representatives Sir Winston Churchill	Joyce Schneider Dawn Spencer
<b>Non Voting Representatives</b>	
Area Superintendents of Education	Pat Rocco Pam Reinholdt Peter Joshua
Area Trustees	Judith Bishop Tim Simmons Ray Mulholland Todd White Robert Barlow
Area Ward Councillors	Jason Farr Bernie Morelli Sam Merulla Chad Collins Maria Pearson
Principal – Delta	Bob Pratt
Principal - Glendale	Lawrie Cook
Principal – Orchard Park	Marco Barzetti
Principal - Parkview	Paul Beattie



# Secondary ACCOMMODATION Review Committee

Principal – Sir John A Macdonald	Don Pente
Principal – Sir Winston Churchill	Glenn Cooke
Teacher from Delta	Danielle Bawden
Teacher from Glendale	Scott Barr
Teacher from Orchard Park	Mark Currie
Teacher from Parkview	Michael Root
Teacher from Sir John A Macdonald	Carol Town
Teacher from Sir Winston Churchill	Geoff Coombs
Non-Teaching Staff Rep - Delta	
Non-Teaching Staff Rep - Glendale	
Non-Teaching Staff Rep – Orchard Park	
Non-Teaching Staff Rep - Parkview	Nancy Leach
Non-Teaching Staff Rep – Sir John A Macdonald	Jim Holubeshen
Non-Teaching Staff Rep – Sir Winston Churchill	Marilyn Bratkovich

ARC Support Staff, Recording Secretary – Tracy McKillop, Facilities Staff Member,  
Facilitators - Daniel Del Bianco, Jim Wibberley



**North - Accommodation Review Committee  
January 11, 2011**

**Hamilton-Wentworth District School Board  
Board Room  
6:00 pm**

**AGENDA**

1. Welcome and Introductions
2. Approval of the Agenda
3. Committee Chair's Opening Remarks
4. Overview of the ARC Process
  - 4.1 Presentation – Jim Wibberley, ARC Facilitator
  - 4.2 Questions from the Committee
5. Education for the 21<sup>st</sup> Century – HWDSB's Vision
  - 5.1 Presentation – Sharon Stephanian, Superintendent
  - 5.2 Questions from the Committee
6. Setting Committee Operating Procedures and Meeting Norms
  - 6.1 Defining Consensus
  - 6.2 Voting Procedure and Quorum
  - 6.3 Meeting Dates and Times
  - 6.4 Minutes – distribution and approval
  - 6.5 Alternate Representatives
  - 6.6 Meeting Norms
  - 6.7 Inclement weather procedure
7. School Information Profiles
  - 7.1 Presentation – Daniel Del Bianco, ARC Facilitator
  - 7.2 Questions from the Committee
  - 7.3 Next Steps with the School Information Profiles
8. Other Business
9. Next Meeting – February 1, 2011

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



**North Accommodation Review Committee Meeting**

**Education Centre Board Room**

**January 11, 2011**

**Minutes**

**ATTENDANCE:**

**Committee Members**

***Chair –Vicki Corcoran***

***Voting Members –Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Rick Kunc, Marie Jackson, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Glenn Cooke, Geoff Coombs, Mark Currie, Rich Gelder, Eileen Griffett, Jim Holubeshen, Peter Joshua, Ray Mulholland, Jamie Nunn, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Sharon Slater, Todd White***

**Regrets**

***Voting Members – Jayne Bentley, Jane Henry,***

***Non-Voting Members – Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla***

**Resource Staff**

***Daniel Del Bianco, Kevin Morton, Jim Wibberley***

**Recording Secretary**

***Tracy McKillop (formerly Skinner)***

**1. Welcome and Introductions**

Superintendent Vicki Corcoran welcomed everyone, introduced herself and shared her role as Chair of the North Accommodation Review Committee (ARC). The Board staff were then introduced which included Jim Wibberley ARC Resource Staff, Dan Del Bianco also an ARC Resource Staff and Tracy McKillop, the Recording Secretary. The Committee members introduced themselves and stated the group they represented. The Chair explained the binder and its contents to the Committee and a contact list was then circulated to correct any errors that may exist in the contact information.



## **2. Approval of the Agenda**

The Chair gave a brief overview of the agenda and the agenda was approved.

## **3. Committee Chair's Opening Remarks**

The Chair explained that the Trustees approved the creation of the three secondary accommodation review committees for the South, North and the West. There were three schools excluded from the ARCs because each is at or above 115% of their rated capacity. The excluded schools are Westmount, Waterdown and Saltfleet. There were three reasons why the Trustees of the Hamilton-Wentworth District School Board approved these three committees.

- To ensure that we deliver the kind of relevant and engaging programs that our students need and deserve.
- The fact that we are faced with a significant declining enrolment.
- The fact that many of our secondary schools will require costly upgrading because of their age and the need to adapt the physical space to deliver new and innovative kinds of programming.

The Chair explained that our process will be an open and transparent process – all agendas, presentations and minutes will be posted on the website and all working meetings are open to the public to listen. There are four public meetings for people to ask questions and express their views. The Committee members will all have hard copies of any of the presentations that are presented at the meetings. The materials will also be available through the website.

## **4. Overview of the ARC Process – please see the web site for a copy of the presentation “An Overview of the Process”**

**4.1** Jim Wibberley did a power point presentation giving a thumbnail sketch of the process. He referred to the binder and the “Terms of Reference”. The terms of reference set out what the committee will be considering when preparing their report.

He indicated that the Ministry sets out guidelines for all of the School Boards to follow. The Board created a policy following the key elements of the Ministry guidelines. Not all Boards structure their ARCs the same way however this is how the Hamilton-Wentworth District School Board chose to structure this committee following the Ministry Guidelines. The committee is made up of both voting and non-voting members. When the committee as a whole does not have consensus then the voting members play another role. Mr. Wibberley explained that the Ontario Secondary Teachers' Federation declined to appoint a teacher representative to the committee. He also explained the role of the Trustee and that they have a dual role, one of being a non-voting member on the ARC Committee and also making the final decisions when the recommendations are before them as a Board of Trustees.

There are fourteen dates set out for each ARC of which four will be public meetings and all others will be working meetings. All meetings are open to the public however only the public meetings allow for the participation of the public.



The Senior Administration Team will share their recommendation at the next working meeting as required by the Ministry guidelines.

The goal of the Accommodation Review Committee is to review all of the information that is presented and then make a recommendation to the “Board of Trustees” at the end of the process. When the Board of Trustees has received both the recommendations of the ARC as well as the Senior Administration’s recommendation, the Board of Trustees will make the final decision. If it is felt that the ARC did not follow the process, then there is an appeal process that can be followed.

**4.2** No questions were asked at this time.

## **5. Education for the 21<sup>st</sup> Century – HWDSB’s Vision**

**5.1** Superintendent Sharon Stephanian gave a presentation focusing on the culmination of work that involved staff, students, parents and community members from spring 2008 – December 2009. This work looked at the needs of the learners in the schools now and in the future. She showed a video about preparing students for jobs that don’t currently exist, all of the changes that we are facing and how rapidly technology is growing and changing. She spoke of how young people will have multiple jobs in their lifetime. Learners of today are self learners in the classroom as well as online. The previous learning models are not wrong but do they fit for our students today. Our strategic direction brought us to the six principles. The goal is to embrace the six principles (21<sup>st</sup> Century Fluencies, Choice, Personal Learning Environments, Community, Real, Relevant and Responsive, the World is Flat) to ensure our students are prepared for the future because they work together like cogs in a machine. We must empower our students and support them in learning beyond our school walls.

The committee also viewed a video about what students would like to see in the schools. They also expressed how they would like to learn and the type of equipment that they would like to have available to them.

**5.2** The concern was raised questioning the equity among the schools. Ms. Stephanian shared the each of the fluencies would be further reviewed at the next meeting. Equity and program strategy is very important to the Hamilton-Wentworth District School Board and it will be looked at in greater detail in the upcoming weeks.

No further questions were brought forward.

## **6. Setting Committee Operating Procedures and Meeting Norms**

### **a) Defining Consensus:**

The Chair explained the importance of the committee having the freedom to have a robust discussion around the table and the need for all members to freely express their views and to respectfully disagree when necessary. She then explained that the Board’s accommodation review policy states that decision making needs to be by consensus and when there is no consensus the voting members will be called upon to make the decision. She offered a general overview of consensus. The committee was asked if they agreed that consensus would mean that there were no dissenting voices. There was consensus on this definition.



## **b) Voting Procedure and Quorum**

There was some discussion on the voting procedure. Some voting members wanted to vote with a show of hands while others were not as comfortable with that. The approved method of voting was a show of hands most of the time and if anyone felt uncomfortable with that then the request for a ballot could be made to the committee. A question was raised asking if there was a provision in the policy for a role call vote. The Chair explained that there is no provision for a role call vote because of the option for a secret ballot. If there are not enough members present at the meeting and the quorum number is not met then the meeting will move forward as usual and there would be no voting permitted. However, decisions could be made by consensus.

It was stated that the quorum number for the committee was 9 based on 16 voting members. This number was determined by the 50% of the voting members plus one. There was some discussion about what the quorum number would be because one of the voting committee members resigned. This position will be re-assigned after the second working meeting. If there is a vote which results in a tied number then the vote fails.

## **c) Meeting Dates and Times**

Consensus was reached for a 6 p.m. start time.

## **d) Minutes – distribution and approval**

The recording secretary will be taking minutes and they will be delivered within 24 hours of the next meeting. The minutes will need to be approved at the next meeting prior to being posted on the website.

## **e) Alternate Representatives**

Should a committee member miss two consecutive meetings there is provision for another member to be appointed to the committee.



## **f) Meeting Norms**

The Chair spoke about promoting a positive environment at the committee table. When there are difficult decisions to be made it is important to be respectful of one another. There was consensus to support the norms as presented. The Committee Norms are:

- 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.

## **g) Inclement Weather Procedure**

It was stated that if the schools are closed due to inclement weather then the meeting will be cancelled and moved to the next scheduled meeting date. It will be posted on the Board website as well as communication through e-mail. Other weather related cancellations will be made by the Chair in consultation with the Associate Director of Education.

## **7. School Information Profiles (SIP)**

**7.1** Daniel Del Bianco presented the School Information Profiles. He indicated that the information was collected from all facets of the Board. The SIP's are a complete profile and will be useful tool for the committee. Dan asked that the committee members familiarize themselves with the SIPs and consider the six principles that Sharon spoke of earlier while reviewing the information. The document is a reference document.

There are four components to profile:

- Value to **student**
- Value to the **school boards**
- Value to the **community**
- Value to the local **economy**.

There are 21 sections with 182 items involved in the SIP and this is not a final document. Information will continue to be gathered and distributed to the committee members. The SIPs are laid out in Board



policy and were completed by board staff. Mr. Del Bianco stated that it is the ARC's job to discuss it, modify it and share it with the public.

Mr. Del Bianco stated that Section 15 – question #1 could best be answered by the Committee as well as members of the community.

**7.2** Mr. Del Bianco was asked where the information for the SIPs originated from. He explained that the projections are based on the numbers we have available to us today. The elementary schools are the feeder schools for the secondary schools so it makes it easier to project. The trend has been consistent.

There are a number of refugee students arriving in the area and it was asked if this number was taken into account when looking at the retention rate. Mr. Del Bianco stated that the retention rates were added onto the projected enrolment. He indicated that they considered all of the trends.

The question was raised about the capacity of Delta and what the Ministry perceives as the “on ground” capacity of the school. Mr. Del Bianco indicated that when the committee breaks into groups, at the next working meeting, they will look at the data and fix anything that needs to be corrected.

Councillor Brenda Johnson, of Ward 11, asked why she was not invited to be on the Committee. She indicated that her community schools have students bussed in from the ARC area and if the feeder schools are closed then her community would be very much affected. The Chair shared that Councillor Johnson would have an opportunity to speak at the public meeting however due to the fact that she is not a Committee member she would not be permitted to participate in the working meeting.

A request was put forth for microphones for the area outside of the immediate horseshoe. That request will be taken back to the Steering Committee to be further discussed.

The last question raised was whether the committee would be permitted to make recommendations to committees outside of the scope of this committee. The Chair indicated that the committee needs to focus on the schools within the scope of this committee area.

**7.3** Mr. Del Bianco indicated that there was still a lot of information still to come for the SIPs – e.g. maps of the area.

## **8. Other Business**

There was no other business.

Mr. Wibberley requested that the members let Tracy know if you are unable to attend any of the meetings.

In closing the Chair thanked everyone for coming.

The meeting was adjourned at 8:17 p.m.

## **9. Next meeting February 1, 2011 at 6:00 – Education Centre Board Room**





## *Secondary Accommodation* **Review Committee**



# Pupil Accommodation Reviews 2011

## An Overview Of The Process



# Accommodation Review Guidelines and Policy

Accommodation Reviews must conform to:

- Ministry Guidelines
- Board Policy
- Terms of Reference for each Committee



## An Accommodation Review Committee (ARC)

The ARC provides its advice to the Board of Trustees by preparing a report with **RECOMMENDATIONS** for:

- Accommodation changes (closures, new schools, additions)
- Improving facility condition (repairs, renovations)
- Strategic locations of programs
- Transportation implications
- Funding strategy
- Implementation timeframes



## Stages Of The ARC Process

- Preparation Stage
  - Committee is appointed (voting and non-voting members)
  - Board staff prepares data and school profiles
  - Administrative recommendations are prepared
  - Board approves ARC & Terms of Reference which define:
    - Mandate
    - Reference Criteria
    - Committee Membership
    - Operating Procedures (including meeting dates)



# Committee Membership

**Chair** (One member of Executive Council)

## Voting Members

- One Principal (from outside the review area)
- One Teacher (from outside the review area)
- Two Student Leaders (from outside the review area)
- Two Community Leaders
- Two Parent Reps from each school in the review area

## Non-Voting Members

- Area Trustees
- Area Superintendents
- Area Ward Councillors
- The Principal of each school in the review area
- A teacher rep from each school in the review area
- A non-teacher rep from each school in the review area



## Stages Of The ARC Process Continued

- Community Review Stage
  - Senior administration share recommendations for program delivery, school closures and facility improvements
  - ARC develops a set of recommendations that encompass the mandate in the Terms of Reference. Recommendations will be submitted to the Board.

### Requirements:

- Minimum 90 days                      Minimum 4 public meetings
- HWDSB schedule includes: 10 working meetings and 4 public meetings - Schedule in Terms of Reference
- Customize and Review School Information Profiles  
(Value of the school to the student, the Board, the community and the local economy)





## Stages Of The ARC Process Continued

- Board Review Stage
  - ARC report is presented to the Director of Education and Secretary of the Board, who presents it to the Board of Trustees
  - Senior administrations reviews the ARC reports and prepares a report with accommodation recommendations. This report is also presented to the Board of Trustees.
  - Both reports are reviewed by the Board of Trustees. There will be a 60 day consultation period before the Board of Trustees makes a final decision.

Board of Trustees makes the final decisions.



# Administrative Review of A Board's Accommodation Review Process

- An application to review the Board's process may be sent to the Board and the Minister of Education if the Board did not comply with its policy.
- Requires a petition from 30% of the school's supporters.
- Ministry of Education will appoint a facilitator to conduct the review.
- It is a review of the process not the decision made by Board of Trustees.



## Keeping the Community Informed

- All information will be posted on the HWDSB Website: [www.hwdsb.on.ca](http://www.hwdsb.on.ca)
- All meetings will be advertised.
- Public meetings will be held in the schools.





# Education for the 21<sup>st</sup> Century

North Accommodation Review Committee – January 11, 2011

All Students Achieving Their Full Potential    Achievement Matters    Engagement Matters    Equity Matters





# Presentation Agenda

- Background
- What Did We Learn?
- Why and How?
- *Six Education For the Future Guiding Principles*
- Consider the Potential...
- Questions





# Background

- Spring 2008 – Secondary Education of the Future as Foundational to ARC

– Why?





# Background Continued

- Sept. 2008 – Dec. 2009
  - Research – primary and secondary
  - Site visits
  - Focus groups
  - Online Forum
- April, 2010 – Trustees approved

*Guiding Principles of Education*





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

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Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.





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

Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.

Why?

- The world has changed

How?

- 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.





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

## Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.

- 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





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

Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.

Why?

- The existing models no longer “fit”

How?

- Agricultural Model – seasonal cycle
- Industrial Model – assembly line
- Information Age – passively consume information





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

## Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.

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- The existing models no longer “fit”
  - Agricultural Model – seasonal cycle
  - Industrial Model – assembly line
  - Information Age – passively consume information





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

Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.

Why?

- The learner has changed

How?

- Self-learner
- Networked-learner
- Lifelong-learner





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

## Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.

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  - Today’s students will have multiple jobs, many that have not been created yet.
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- The learner has changed
  - Self-learner
  - Networked-learner
  - Lifelong-learner



# The Journey

6 Education for the  
Future Guiding  
Principles

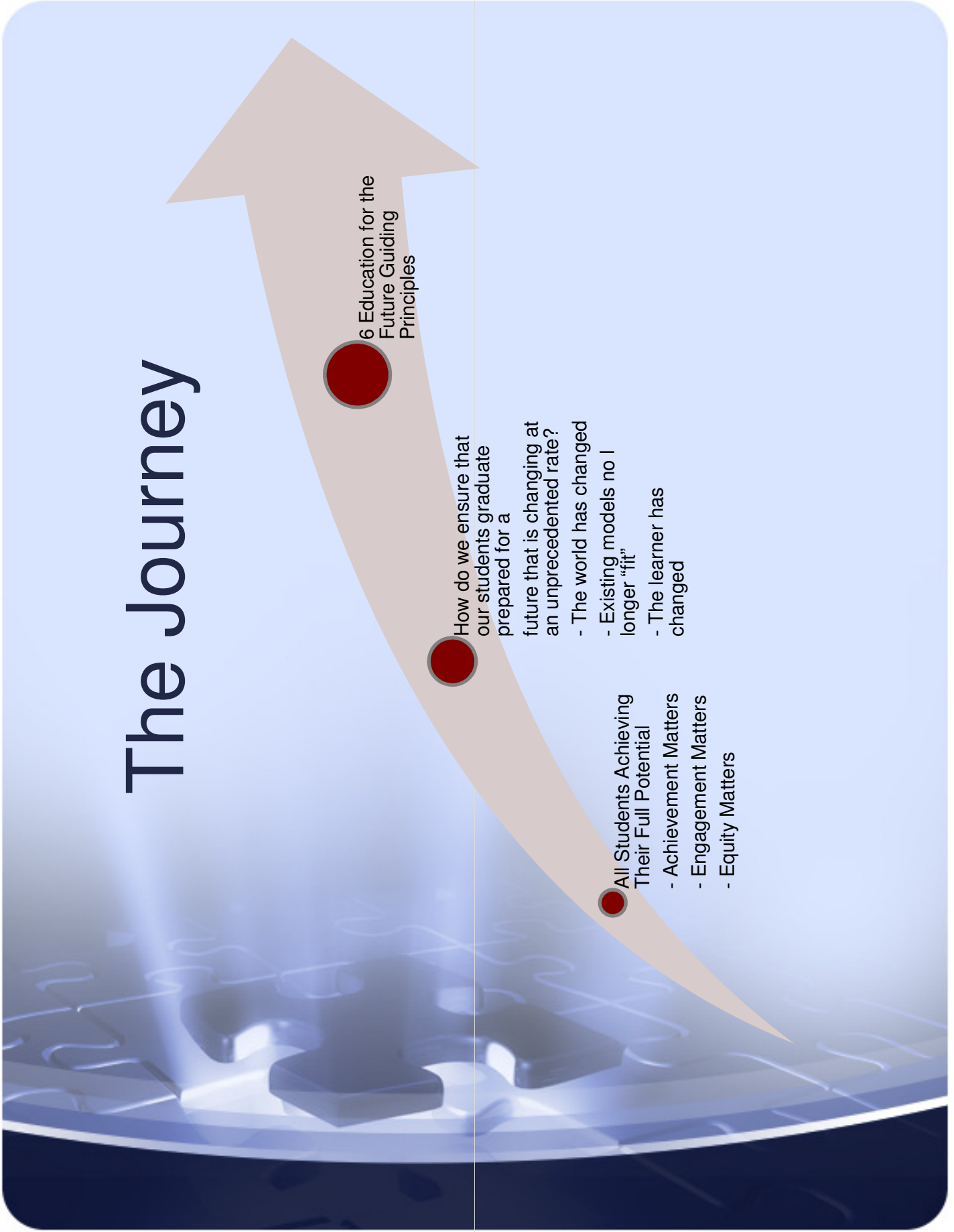
How do we ensure that  
our students graduate  
prepared for a

future that is changing at  
an unprecedented rate?

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

All Students Achieving  
Their Full Potential

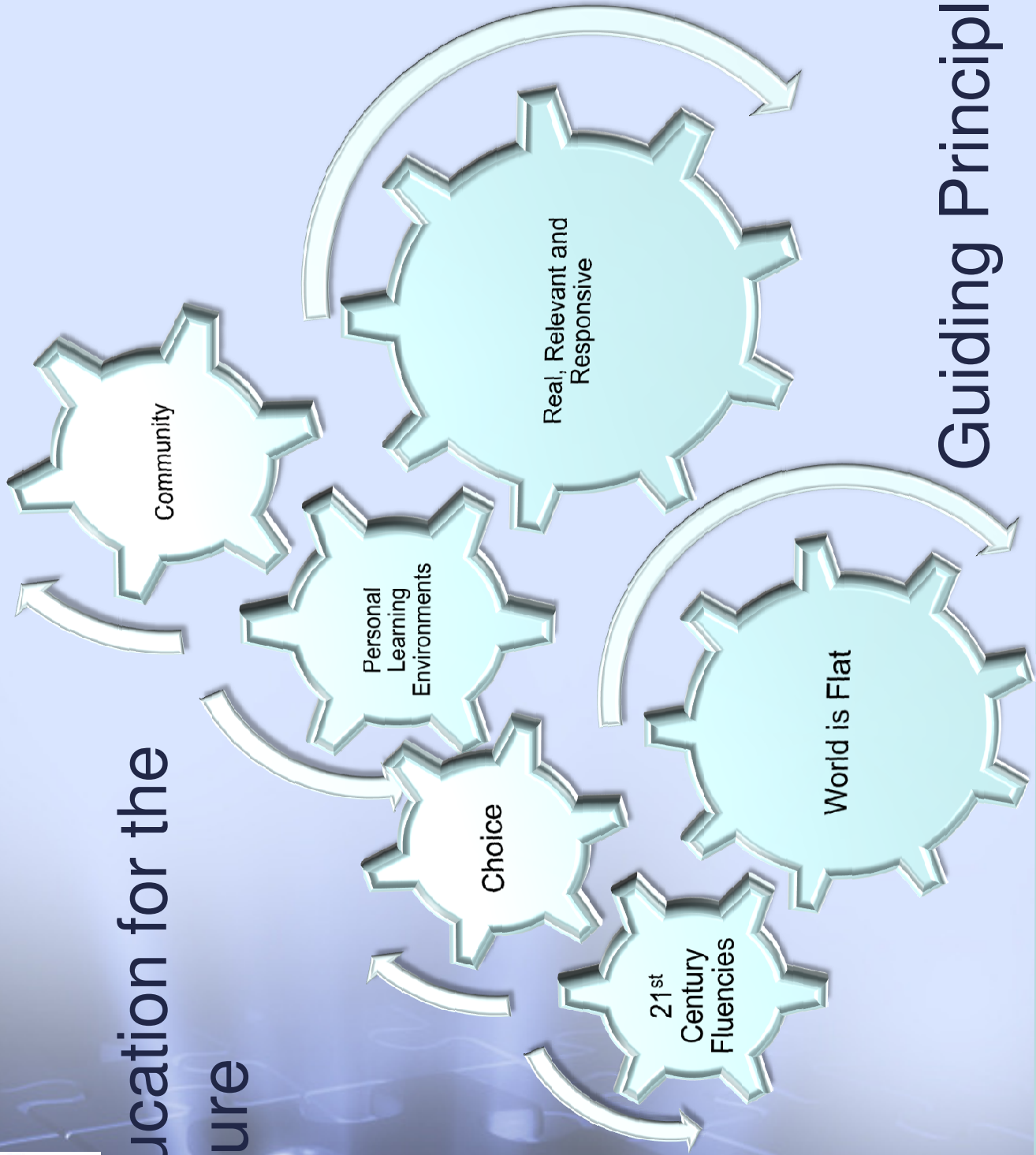
- Achievement Matters
- Engagement Matters
- Equity Matters







# Education for the Future



## Guiding Principles

All Students Achieving Their Full Potential   Achievement Matters   Engagement Matters   Equity Matters





# *The World is “Flat”*

- Monitor for implications
- Software that bridges the physical divide
- Collaboration and competition beyond face to face
- “Open” – anyone can contribute to technological innovation, MIT Courses
- Consumers vs. Prosumers
- Anyplace, anytime access to information
- Google vs. Facebook





# *HWDSB 21<sup>st</sup> Century Fluencies*

## **Solution Fluency**

- Problem-solving and application
- Adaptability

## **Information Fluency**

- Communication
- Information Processing, Reasoning & Synthesis
- Critical Thinking and Analysis

## **Creative Fluency**

- Creativity
- Innovation
- Artistic Proficiency





# *HWDSB 21<sup>st</sup> Century Fluencies*

## **Media Fluency**

- Technological Literacy
- Critical Thinking and Analysis
- Graphic Literacy

## **Collaboration Fluency**

- Collaboration
- Teamwork
- Global/Digital Citizenship
- Self Awareness





# *Strategic Choice*

- Student/parent/school – equal partners
- Student voice and empowerment = engagement = student achievement
- Equitable access to programs that meet student needs, abilities, learning styles, interests, career paths
- Strategic choice in where, when and how learning occurs
- Flexible programming





# Personal Learning Environments (PLEs)

Traditional definition expanded

- **"Personal Learning Environments** are 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; managing 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 change





# *Real, Relevant and Responsive*

- Learner-centered
- 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





# Community

- Within the building, outside, local, global, face to face, virtual
- Student interaction with all within the community is essential
- School as a community hub
  - Use of school beyond regular day – access to technology
  - Community resources in schools
- All learners are engaged in extra-curricular activities





# Community – What Students Want

- Tranquil areas
- Open
- Natural lighting
- Courtyard spaces
- Numerous small conversation areas that are comfortable
- Food services to a “boutique” approach or a restaurant style
- Use of natural elements e.g. plants, water features, chairs of wood, skylights
- Make the furniture adjustable
- Identify areas where students can work
- Use of student art
- Change the colour schemes
- Learning Commons: spaces where students can talk and a small quiet place to work.
- Make provision for the use of technology throughout



## *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”
- 21<sup>st</sup> 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. Consider the potential of an environment where...





# Questions?





*Secondary Accommodation*  
**Review Committee**



# Committee Operating Procedures And Meeting Norms



## Defining Consensus

- Suggested Method:

Consensus will be achieved if there is no stated dissent by any committee member when the Chair asks if there is consensus.

**\*\*If consensus is not achieved the Chair will call for a vote by the voting members.**



## Voting Procedures

Voting can be conducted by:

1. A show of hands
2. Ballot

The committee must determine a voting method.

**\*\***A vote can be called only when there is a quorum of voting members



## Meeting Dates and Times

- The meeting dates and times are set out in the Terms of Reference
- Meeting dates and times (6 to 9 pm) can be changed with the approval of the committee.



# Committee Agendas and Minutes

- The recording secretary will take minutes of every meeting.
- The agenda and minutes will be circulated to committee members at least 24 hours in advance of the meeting.
- The agenda may be amended by the committee at the start of the meeting.
- Minutes will be approved by the ARC prior to being made available to the public.



# Alternate Representatives

The Pupil Accommodation Review Policy (No 12) section 4.5 (f) states:

- Should a member miss two consecutive meetings, the Chair of the ARC may invite an alternate member. The alternate member must meet the same criteria as outlined in parts (a), (b) or (c) above of the member being replaced (i.e. an alternate parent representative must be from the same school and be designated by the School Council of the member that they are replacing).



# Meeting Norms

- **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.



## Inclement Weather

- In the event the Hamilton Wentworth District School Board is closed due to inclement weather on a meeting date, the meeting will be cancelled and rescheduled to the next listed meeting date.
- Other weather related cancellations will be made by the Chair in consultation with the Associate Director of Education.





1. Enrolment vs. Available Space		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Current Average Daily Enrolment (ADE)	825	926	1179	274	1115	1186	5505
2	Projected Average Daily Enrolment (ADE) in 5 years (assuming no operational changes)	640	870	1106	243	775	999	4633
3	Projected Average Daily Enrolment (ADE) in 10 years (assuming no operational changes)	640	800	1141	228	730	807	4346
4	Number of Classrooms Required (Current)	39	44	56	13	53	56	262
5	Projected Number of Classrooms Required in 5 years	30	41	53	12	37	48	221
6	Projected Number of Classrooms Required in 10 years	30	38	54	11	35	38	207
7	Capacity (Pupil Places)	1470	1134	1323	546	1617	1155	7245
8	Number of Classrooms Available	70	54	63	26	77	55	345
9	Current Utilization Rate (ratio of ADE to Capacity)	56%	82%	89%	50%	69%	103%	76%
10	Projected Utilization Rate in 5 years	44%	77%	84%	45%	48%	86%	64%
11	Projected Utilization Rate in 10 years	44%	71%	86%	42%	45%	70%	60%
12	Current Space Surplus / Shortage (Pupil Places)	645	208	144	272	502	-31	1740
13	Projected Space Surplus / Shortage (Pupil Places) in 5 years	830	264	217	303	842	156	2612
14	Projected Space Surplus / Shortage (Pupil Places) in 10 years	830	334	182	318	887	348	2899
15	Current Space Surplus / Shortage (Classrooms)	31	10	7	13	24	-1	83
16	Projected Space Surplus / Shortage (Classrooms) in 5 years	40	13	10	14	40	7	124
17	Projected Space Surplus / Shortage (Classrooms) in 10 years	40	16	9	15	42	17	138
<b>Questions for the Accommodation Review Committee to address</b> 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.

2. Cost of School Operations (Heating, Lighting, Cleaning and Routine Maintenance)		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Expenditures on School Operations at School (1)	\$1,318,091.00	\$766,201.00	\$940,327.00	\$435,409.00	\$1,113,939.00	\$917,675.00	\$5,491,642.00
2	Imputed Grant for School Operations for School	\$788,717.83	\$885,276.01	\$1,127,149.48	\$261,949.92	\$1,065,964.10	\$1,133,841.63	\$5,262,898.96
3	Projected Imputed Grant for School Operations for School in 5 years (assuming no operational changes)	\$611,853.83	\$831,738.80	\$1,057,359.90	\$232,313.25	\$740,916.75	\$955,065.59	\$4,429,248.12
4	Projected Imputed Grant for School Operations for School in 10 years (assuming no operational changes)	\$611,853.83	\$764,817.29	\$1,090,820.66	\$217,972.93	\$697,895.78	\$771,509.44	\$4,154,869.92
5	Current Difference between Expenditures and Revenue for School Operations at School	-\$529,373.17	\$119,075.01	\$186,822.48	-\$173,459.08	-\$47,974.90	\$216,166.63	-\$228,743.04
6	Projected Difference between Expenditures and Revenue for School Operations at School in 5 years	-\$706,237.17	\$65,537.80	\$117,032.90	-\$203,095.75	-\$373,022.25	\$37,390.59	-\$1,062,393.88
7	Projected Difference between Expenditures and Revenue for School Operations at School in 10 years	-\$706,237.17	-\$1,383.71	\$150,493.66	-\$217,436.07	-\$416,043.22	-\$146,165.56	-\$1,336,772.08
<b>Questions for the Accommodation Review Committee to address</b> a. Are there any opportunities to lease space to appropriate external parties to fully offset the difference between expenditures and revenues to heat, light and clean the school? b. If a school were to close, and students relocated to other schools in the area, what would the net impact on expenditures for heating, lighting and cleaning – i.e. expenditure reductions at the closed school; additional expenditures (if any) at schools receiving the relocated students? c. If a school were to close, and students relocated to other schools in the area, what would the net impact on the board's overall Grants for School Operation?								

Note (1): Includes cost of hydro, water/sewage, natural gas, district heating, routine maintenance (cost of materials, excludes internal staffing costs), cleaning supplies, care taking staff salaries.





#	Data to be Provided to the ARC							
1	Expenditures on School Administration at School	\$688,427.00	\$663,937.00	\$668,681.00	\$392,286.00	\$720,027.00	\$695,162.00	\$3,828,520.00
2	Imputed Grant for School Administration for School	\$532,669.50	\$597,881.16	\$761,233.14	\$176,910.84	\$719,910.90	\$765,752.76	\$3,554,358.30
3	Projected Imputed Grant for School Administration for School in 5 years (assuming no operational changes)	\$413,222.40	\$561,724.20	\$714,099.96	\$156,895.38	\$500,386.50	\$645,014.34	\$2,991,342.78
4	Projected Imputed Grant for School Administration for School in 10 years (assuming no operational changes)	\$413,222.40	\$516,528.00	\$736,698.06	\$147,210.48	\$471,331.80	\$521,047.62	\$2,806,038.36
5	Current Difference between Expenditures and Revenue for School Administration at School	-\$155,757.50	-\$66,055.84	\$92,552.14	-\$215,375.16	-\$116.10	\$70,590.76	-\$274,161.70
6	Projected Difference between Expenditures and Revenue for School Administration at School in 5 years	-\$275,204.60	-\$102,212.80	\$45,418.96	-\$235,390.62	-\$219,640.50	-\$50,147.66	-\$837,177.22
7	Projected Difference between Expenditures and Revenue for School Administration at School in 10 years	-\$275,204.60	-\$147,409.00	\$68,017.06	-\$245,075.52	-\$248,695.20	-\$174,114.38	-\$1,022,481.64

a. If a school were to close, and students relocated to other schools in the area, what would the net impact on expenditures for school administration – i.e. expenditure reductions at the closed school; additional expenditures (if any) at schools receiving the relocated students?

b. If a school were to close, and students relocated to other schools in the area, what would the net impact on the board's overall Grants for School Administration?





4. Condition of School		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	What is the cost to address the current backlog of renewal projects at the school? (1)	\$14,381,717	\$4,448,173	\$6,795,521	\$4,142,059	\$15,475,567	\$9,923,629	\$55,166,666
2	What is the estimated cost to address additional renewal projects at the school as additional building components need to be repaired/replaced over the next 10 years? (1)	\$26,132,092	\$9,280,413	\$12,102,735	\$6,892,082	\$20,419,480	\$15,191,957	\$90,018,759
3	Assuming no repair work is undertaken in the interim, what is total cost of repair work in the School expected to be 10 years from now? (2)	\$31,854,869	\$11,312,769	\$14,753,159	\$8,401,409	\$24,891,228	\$18,518,905	\$109,732,339
4	What is the replacement value of the School? (3)	\$45,869,200	\$24,352,311	\$32,582,127	\$12,414,675	\$37,393,983	\$30,780,879	\$183,393,175
5	Current Facilities Condition Index (FCI) for the School? (1)	31.35%	18.27%	20.86%	33.36%	41.39%	32.24%	
6	Expected Facilities Condition Index (FCI) for the School in 10 years	56.97%	38.11%	37.15%	55.52%	54.61%	49.36%	
7	What is the estimated cost of upgrading the school so that it can meet student objectives? (4)	\$5,542,027	\$2,709,214	\$1,846,850	\$1,842,941	\$7,110,926	\$4,021,162	\$23,073,120
8	Ratio of estimated upgrading costs to replacement value of the School	12.08%	11.13%	5.67%	14.84%	19.02%	13.06%	
9	Over the next 10 years how much revenue does the board expect to receive to support school renewal projects for all of its schools? (5)	\$76,673,280	\$76,673,280	\$76,673,280	\$76,673,280	\$76,673,280	\$76,673,280	\$76,673,280
10	Ratio of estimated renewal needs 10 years from now to total school renewal funding	34.08%	12.10%	15.78%	8.99%	26.63%	19.81%	
11	Ratio of estimated upgrading costs to total school renewal funding	7.23%	3.53%	2.41%	2.40%	9.27%	5.24%	

Questions for the Accommodation Review Committee to address

- a. How does the condition of the school currently compare with the condition of other schools in the area? If a school were to close, would relocated students be moving to schools that are in better condition than their current school?
- b. As additional renewal projects may become necessary as time goes by and building components need to be replaced, how is the condition of the school expected to compare with other schools in the area 10 years from now? If a school were to close, would relocated students be moving to schools that would be in better condition 10 years from now than their current school would be at that time?
- c. If a school were to close, does the board intend to undertake any capital projects to improve condition or enhance the learning environment at the school(s) which would be receiving the relocated students?

Note (1): Includes all occurrences included in RECAPP 2003 - 2010 and for 2003 - 2020.

Note (2): Repair = Renewal with 2% Inflation/Year Inflation.

Note (3): Current Ministry benchmark costs for secondary construction \$179.64/sqft.

Note (4): Definition of "Student Objectives" is: Safe, clean environment for learning. Cost = critical items listed in RECAPP + Asbestos remediation.

Note (5): Based on 2010/11 School Renewal Grant with no reduction for declining enrolment and no increase.

FCI:  
Good = < 5%  
Fair = 5% - 10%  
Poor = 10% - 30%  
Critical = > 30%  
PTR = > 65%





5. Quality of the Learning Environment at the School / Adequacy of the School's Physical Space to Support Student Learning		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Enrolment	806	952	1173	281	1147	1242	5601
2	On-the-Ground Capacity	1431	1122	1290	534	1569	1089	7035
3	Utilization Rate	56%	85%	91%	53%	73%	114%	79%
4	Number of Portables on site	0	2	0	0	0	2	4
5	Number of Students per computer	3.9	4.8	4.9	3.8	5.5	5.9	4.8
6	Results of Student satisfaction surveys (where available)	n/a	n/a	n/a	n/a	n/a	n/a	
7	Results of Parent satisfaction surveys (where available)	n/a	n/a	n/a	n/a	n/a	n/a	
8	Quality of Classroom Space (1)	3	4	4	4	4	2	
9	Does the School have a Library/Resource Centre?	Yes	Yes	Yes	Yes	Yes	Yes	
10	Does the School have at least one dedicated Science Room?	Yes	Yes	Yes	Yes	Yes	Yes	
11	Number of Science Rooms in School (and adequacy of each to support student learning)	6	6	6	0	7	6	31
12	Does the School have a Gymnasium?	Yes	Yes	Yes	Yes	Yes	Yes	
13	Is there a stage in the Gymnasium	No	No	No	No	No	No	
14	Number of Gymnasias in School (and adequacy of each to support student learning) (2)	2	3	3	2	3	2	15
15	Does the School have a General Purpose Room?	Yes	Yes	Yes	No	Yes	Yes	
16	Does the School have a dedicated Instrumental Music Room?	Yes	Yes	Yes	No	Yes	Yes	
17	Does the School have a dedicated Vocal Music Room?	No	No	No	No	No	No	
18	Does the School have dedicated Resource Withdrawal space?	Yes	Yes	Yes	Yes	Yes	Yes	
19	Does the School have a Cafeteria?	Yes	Yes	Yes	Yes	Yes	Yes	
20	Does the School have a dedicated Auditorium?	Yes	Yes	No	No	Yes	Yes	
21	Does the School have a Cafetorium?	No	No	No	No	No	No	
22	Is there a stage in the Cafetorium?	No	No	No	No	No	No	





5. Quality of the Learning Environment at the School / Adequacy of the School's Physical Space to Support Student Learning		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
23	Does the School have a Swimming Pool?	No	No	Yes	No	No	Yes	
24	Does the School have dedicated facilities for Communications Technology programs?	Yes	Yes	Yes	Yes	Yes	Yes	
25	Does the School have dedicated facilities for Construction Technology programs?	Yes	Yes	Yes	Yes	Yes	Yes	
26	Does the School have dedicated facilities for Health and Personal Services programs?	Yes	No	Yes	Yes	No	Yes	
27	Does the School have dedicated facilities for Hospitality and Tourism programs?	Yes	No	Yes	Yes	Yes	No	
28	Does the School have dedicated facilities for Manufacturing Technology programs?	Yes	No	Yes	Yes	Yes	Yes	
29	Does the School have dedicated facilities for Technological Design programs?	Yes	Yes	Yes	No	Yes	Yes	
30	Does the School have dedicated facilities for Transportation Technology programs?	Yes	Yes	Yes	Yes	Yes	Yes	
31	Does the School have dedicated facilities for Computer Studies programs?	Yes	Yes	Yes	Yes	Yes	Yes	
32	Does the School have dedicated facilities for Theatre Arts programs?	Yes	Yes	Yes	No	Yes	Yes	
33	Does the School have dedicated facilities for Visual Arts programs?	Yes	Yes	Yes	Yes	Yes	Yes	
34	Does the School have dedicated facilities for students with special needs	Yes	Yes	Yes	Yes	Yes	Yes	
35	Do these dedicated special needs rooms include change tables; student hoists and shower facilities?	No	No	No	No	No	Yes	
36	Does the School have a dedicated Child Care Centre?	Yes	No	No	No	No	No	
37	Does the School have any other specialized facilities?	No	No	No	Yes	No	No	
38	Please specify	n/a	n/a	n/a	Greenhouse	n/a	n/a	

Questions for the Accommodation Review Committee to address

- a. Is there sufficient permanent space to accommodate all students (i.e. is enrolment at the school (ADE) less than the On-the-Ground Capacity of the school)?
- b. How many portables are at the school? What are they used for?
- c. If a school were to close, would relocating the students mean that more portables would be necessary at their new schools?
- d. What is the ratio of enrolment to the number of computers available for student use? How does this compare with other schools in the area; with the board average?
- e. If a school were to close and students relocated to another school, could the board take steps ensure that the relocated students continue to have the same or improved access to computers in their new school as they currently have?
- f. If a school were to close, would relocated students have access to specialized facilities in their new schools that are not currently available to them?
- g. Are there specialized facilities at a school that are not available in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to similar facilities in their new schools?
- h. Do the specialized facilities at a school better support student learning than similar facilities in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to facilities of this quality in their new schools?

Enrolment: Oct. 31 2010.

Note (1): Determined by principals (Scale 1 to 5: 1 poor, 3 fair, 5 very good).

Note (2): Gross area meets Ministry standards.



6. Range of Program Offerings (and extent of student participation)	Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
<b>Data to be Provided to the ARC</b>							
Does the School offer a Communications Technology program?	Yes	No	Yes	Yes	Yes	Yes	
Does the School offer a Construction Technology program?	Yes	Yes	Yes	Yes	Yes	Yes	
Does the School offer a Health and Personal Services program?	Yes	No	Yes	Yes	No	Yes	
Does the School offer a Hospitality and Tourism program?	Yes	No	Yes	Yes	Yes	No	
Does the School offer a Manufacturing Technology program?	Yes	No	Yes	Yes	Yes	Yes	
Does the School offer a Technological Design program?	Yes	Yes	Yes	Yes	Yes	Yes	
Does the School offer a Transportation Technology program?	Yes	Yes	Yes	Yes	Yes	Yes	
Does the School offer a Computer Studies program?	Yes	Yes	Yes	No	Yes	Yes	
Does the School offer a Dance program?	No	Yes	No	No	No	Yes	
Does the School offer a Dramatic Arts program?	Yes	Yes	Yes	No	Yes	Yes	
Does the School offer a Media Arts program?	No	Yes	No	No	No	Yes	
Does the School offer an Instrumental Music program?	Yes	Yes	Yes	No	Yes	Yes	
Does the School offer a Vocal Music program?	Yes	No	No	No	Yes	Yes	
Does the School offer a Visual Arts program?	Yes	Yes	Yes	Yes	Yes	Yes	
Does the School offer an English-as-a-Second-Language (ESL) program?	No	Yes	Yes	No	Yes	No	
Does the School offer an Extended French program?	n/a	n/a	n/a	n/a	n/a	n/a	
Does the School offer a French Immersion program?	No	No	No	No	No	No	
Does the School offer Co-operative Education opportunities for students?	Yes	Yes	Yes	Yes	Yes	Yes	
How easy is it for students to get to the work site? (1)	n/a	n/a	n/a	n/a	n/a	n/a	
Does the School offer training opportunities for students with local employers?	Yes	Yes	Yes	Yes	Yes	Yes	
How easy is it for students to get to the work site? (1)	n/a	n/a	n/a	n/a	n/a	n/a	

Note (1): This varies from student to student. Current board policy does not provide transportation to/from coop placements. Students walk and make use of public and private transportation. Placements in rural areas are not reachable by public transportation.

### Questions for the Accommodation Review Committee to address

- a. If a school were to close and students relocated to another school in the area, would they have access to specialized programs not currently available to them?
- b. Are there specialized programs offered at a school that are not available in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to similar programs in their new schools?



# Hamilton-Wentworth District School Board

## School Information Profile - North



7. Range of Extracurricular Activities and Extent of Student Participation		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Are Child Care services available for student drop-off before school?	No	No	No	No	No	No	
2	Are Child Care services available for student care after school?	No	No	No	No	No	No	
3	Is there a Breakfast / Nutrition program available for students at the school?	Yes	Yes	Yes	Yes	Yes	Yes	
4	List of Extracurricular Activities at each school	Jr. Volleyball 22, Varsity Football 45, Varsity Hockey 45, Jr. Basketball 24, Sr. Basketball 24, Waterpolo 30, Cross-Country 10, Track and Field 15, Ultimate 15, Baseball 18, Slo Pitch 15, Soccer 39, Indoor Soccer 12, Badminton 25, Touch Football 18, Jr. Touch Football 20, Jr. Varsity Football 45, Golf 3, Curling 4, Tennis 4, Powerlifting 4, Orienteering 25, Archery 10, Field Hockey 15, Chess Club 12, Social Justice 12, Positive Space 6, Multicultural Club 30, Grad Committee 10, GAC 20, BAC 10, Student Council 25, School Radio 8, Improv 40, Drama Club 36, Environment Club 10, Peer Mentoring 30, Stage Crew 8, Repertoire Band 34, Vocal Ensemble 6, Orchestra 20, Jazz Band 14, Guitar Ensemble 9, Music Council 10, Pi-Day Committee 9, Girl's Group 20, Boy's Roster 8	Basketball - 75, Volleyball - 48, Soccer - 72, Touch Football - 45, Cricket - 20, Rugby - 50, Football - 100, Cross-Country - 25, Field Hockey - 20, Ice Hockey - 20, Tennis - 35, Badminton - 40, Co-Ed Volleyball - 15, Baseball - 20, Slo-Pitch - 20, Water Polo - 20, Indoor Soccer - 20, Band (including Jazz Ensemble) - 75, Drama Team - 35, International Club - 20, Cheer Squad - 15, Book Club - 20, Games Club - 4, Homework Club - 10,	Basketball (75), Badminton (35), Baseball (32), Cricket (17), Cross-Country (30), Cheerleaders (26), Dance Team (19), Football (80), Golf (4), Hockey (40), Rugby (30), Soccer (80), Touch Football (40), Volley Ball (60), Tennis (4), Water polo (48), Track & Field (20), Ultimate Frisbee (30), Best Buddies Program (8), Student Council (25), Student Mentoring (40), Students & Staff Helping OP Students & Society (59), Music School Bands (125), Students Protecting Animal Rights Everywhere (12), Writing Club (16), Tech Crew (11), Reach for the Top (14), Student Council (40), DECA (18), Environmental Club (25), Chess Club (9), Positive Space (10), Europe Club (24), Art Club (16), Robotics Team (34), Prefects (25), Multicultural Club (50), S.T.O.P. (12), Drama Club (24), Martial Arts Club (12).	Students participate in homeschool's activities.	Basketball – 65; Football – 42; Touch Football – 32; Soccer (indoor and outdoor) – 90; Badminton – 63; Track and Field/Cross country – 30; Volleyball – 58; Softball – 15; Healthy Action Team-12; Link Crew – 55; ESLClub – 50; Arts Trip – 40; Drama(school play and Sears Festival) - 50; Knitting Club - 20; DECA- 13; Native Drumming – 10; Photography Club -8; Me to We – 20; Positive Space – 20; Interact Club (only one in a Hamilton S.S.) – 25; Art Club – 25; Hamilton Blood Services – 50; Radio Crew- 6; StageCrew- 15; Water Festival – 60; Band – 35; Choir – 12; Debating Team – 8; Environmental Club – 20; History Club – 30; Homework Club – 40; Macdonald Athletic Council – 12; Principal's Council – 14; Student Council – 20; Weight Room Club (Fitness) – 45; Weightlifting Team - 10.	Athletic Extramurals: Baseball 15, Softball 15, Basketball 60, Soccer 50, Field Hockey 20, Football 75, Volleyball 60, Hockey 45, Waterpolo 20, X-Country 15, Track & Field 20, Co-ed Volleyball 35, Tennis 30, Badminton 40, Floorball 50, Swimming (09-10) 10. Intramurals 250-300, Fitness Groups 50-75, Dance Club 15, Rec Leadership 50, Athletic Council 5-10, Climb For Cancer 150, Limeridge Bay Challenge 60, Hamilton Marathon 25, Care Club 20, Positive Space 20, Enviromental Club 15, Envirothon 12, Movie Club 35, Why Try 12, Drama Production 40, Improv Club 20, Homework Club 25, Numeracy Support 15, Student Council 30, Grad Committee 15, Stage Crew 5, Choir 15, Senior & Junior Bands 75, Me to We 12, Shop & Chop 10.	
5	Number of students participating in each activity	See above	See above	See above	See above	See above	See above	

**Questions for the Accommodation Review Committee to address**

a. If a school were to close and students relocated to another school in the area, would they have access to extracurricular activities not currently available to them?

b. Are there extracurricular activities offered at a school that are not available in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to similar activities in their new schools?





8. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Does the School have hard surfaced outdoor play area(s)?	Yes, Tennis, Basketball	No	No	No	No	Yes	
2	How adequate are the facilities for student activities?	Fair	n/a	n/a	n/a	n/a	Poor	
3	Does the School have a Playing Field?	No	Yes	Yes	No	Yes	Yes	
4	List types of playing fields available (e.g. baseball, football, soccer, track etc.)	n/a	Combination Football, Soccer, Track	Combination Football, Soccer, Track	n/a	Combination Football, Soccer	Combination Football, Soccer	
5	How adequate are the facilities for student activities?	n/a	Fair	Excellent	n/a	Poor	Poor	
6	Does the School have formal arrangements to make use of offsite playing fields or recreational facilities to support co-curricular or extracurricular activities?	Yes	Yes	Yes	Yes	Yes	Yes	
7	List of offsite facilities	Rosedale Tennis Club, Ivor Wynne Stadium, Billy Thompson Pool, YWCA, YMCA, Victoria Curling Club, Glendale Golf & Country Club, Mountsberg Conservation Area	1. Rosedale Tennis Club (Tennis Team), 2. Stoney Creek Tennis Club (Tennis and class), 3. Players Paradise (Soccer Academy), 4. Laurier Recreation Centre (Waterpolo and classes), 5. Parkdale Arena (Hockey), 6 Glendale Golf and Curling Club (Curling)	Saltfleet Arena, Saltfleet Fields, Brewster Community Pool.	Ivor Wynne - Football; Brian Timmis field.	Ivor Wynne - Football; Soccer World - Soccer	Pat Quinn Arena - Hockey Canada Skills Academy	
8	How adequate are the facilities for student activities?	No inadequacies identified	No inadequacies identified	No inadequacies identified	No inadequacies identified	No inadequacies identified	No inadequacies identified	

Questions for the Accommodation Review Committee to address

- a. If a school were to close and students relocated to another school in the area, would they have access to grounds that better support healthy physical activity and extracurricular activities than those that are currently available to them?
- b. Do the grounds at a school better support healthy physical activity and extracurricular activities than similar facilities in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to facilities of this quality in their new schools?

9. Accessibility of the School for Students with Disabilities		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Does the school have at least one barrier-free entrance?	No	No	Yes	No	No	Yes	
2	Are all levels of the school wheelchair accessible?	No	Yes	Yes	No	Yes	Yes	
3	Does the school have appropriate communication systems for the visually impaired?	No	No	No	No	No	No	
4	Does the school have appropriate communication systems for the hearing impaired?	Yes	No	No	No	No	Yes	
5	Do students have access to barrier free washrooms?	No	Yes	Yes	No	No	Yes	

Questions for the Accommodation Review Committee to address

- a. If a school were to close and students relocated to another school in the area, would the new facilities be more accessible than their current school?
- b. Is a school more accessible to students with disabilities than other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students who are disabled would continue to have the same level of access to facilities in their new schools?



**Questions for the Accommodation Review Committee to address**

a. If this school were to close and students relocated to another school in the area, would the students have access to safety features that are not available in their current school?

b. Are there safety features in the school that are not available in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have the same level of protection in their new schools as they currently have?

**Questions for the Accommodation Review Committee to address**

a. If a school were to close and students relocated to another school in the area, would transportation services be provided to the relocated students?

b. If so, what increases in the length of the bus ride can be expected for students that are currently being bused to school; how long would the longest, shortest and average bus rides be for students that are currently walking to school; what would the additional transportation services provided cost the board?

c. If not, what steps could the board take to ensure that the longer walk to school that will be necessary for the relocated students is as safe as their current walk to school?



### Questions for the Accommodation Review Committee to address

- a. How do the student outcomes at a school compare with other schools in the area; with the average for the Boards; with the average for the Province as a whole?
- b. If a school were to close and students relocated to a school with better test results, could the board take steps to provide assistance to the relocated students to assist them to perform at the same level?
- c. If a school were to close and students relocated to a school with worse test results, could the board take steps to ensure that the relocated students can continue to perform at the same level?

### Questions for the Accommodation Review Committee to address

- How important is having a school in the community?
- How important to the local economy is having the school in the community?
- What is the demographic profile of the school?
- Does the demographic profile demonstrate a unique demographic in the area of language, culture and/or faith?





14. Facility for Community Use		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	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	basketball, baton competition,	Basketball, music rehearsal, band practice, soccer practice.	Music rehearsal, soccer, activities for the disabled.	Soccer, volleyball, ball hockey.	Basketball, dance competition, track and field,	Football, hockey, soccer.	
2	Average Number of Hours per Week that School Grounds are scheduled for use by Community Groups (1)	n/a	9	9	0	2	15	29
3	Average Number of Hours per Week that School Building is scheduled for use by Community Groups	31	32	18	6	31	36	155
4	Does the School have a pool that is available for community use?	No	No	Brewster Pool (City)	No	No	Pool in Rec Centre (City)	

Questions for the Accommodation Review Committee to address

- a. If a school were to close and students relocated to other schools in the area, what steps could be taken to ensure that community members currently participating in co-curricular or extracurricular activities could continue to provide and/or receive similar assistance in the new schools?
- b. What community groups are currently using the school grounds for recreational activities on a regular basis?
- c. How extensively do community groups make use of the school grounds for recreational purposes?
- d. If the school were to close, are there other grounds in the vicinity that could be used by these community groups?
- e. What community groups are currently using the school building on a regular basis?
- f. How extensively do community groups make use of the school facilities?
- g. If the school were to close, are there other facilities in the vicinity that could be used by these community groups?

Note (1): City Hall issues permits (over 20 week period spring summer 2010).

15. School Grounds As Green Space and/or Available for Recreational Use		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	How extensively do members of the community make use of the school grounds for informal recreational activity?							

Questions for the Accommodation Review Committee to address

- a. If the school were to close, are there other grounds in the vicinity that could be used by community members for informal recreational activity?

16. Range of Program Offerings at the School that Serve both Students and Community Members		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Does the School offer programs that serve both students and community members?	Yes	No	No	No	No	No	
2	Please specify	Earthkeepers	n/a	n/a	n/a	n/a	n/a	

Questions for the Accommodation Review Committee to address

- a. If a school were to close and students relocated to other schools in the area, would these students and community members continue to have access to the same range of program offerings that are currently available?





17. School as Partner in Other Government Initiatives		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Is the School a partner in other government initiatives within the community?	Yes	Yes	Yes	Yes	Yes	Yes	
2	Please specify	OPS (Ontario Public Service Program) serving at-risk youth from all schools in the Board is hosted at Delta. Focus on Youth providing opportunities for youth in our community to gain employment over the summer and valuable experience. REV/WEAR Fashion Arts program subsidized by Ontario Arts Council.	Glendale Breakfast program is supported by the Hamilton Social Planning Council. We recently received \$5000 in additional budget funding to support our breakfast and lunch program. Glendale students are also supported by SISO. A SISO Worker is at Glendale 2.5 days a week to support newcomer Canadians transition into a traditional secondary school setting. SISO also provides our students with additional resources, and family supports. Glendale has a very loose connection to GPS (Gang Prevention Strategy) and a federally funded (National Crime Prevention Strategy) initiative which provides guest speakers to our Alt Ed program called Bridges. The speakers use Why Try training materials to equip students to make pro-active choices.	SISO, AY.	SPRC - Nutrition.	Change Your Future, Pathways to Education, Alternatives for Youth, Urban Priority Funding, SSSSI Initiative, Rotary Club, Sears Festival Regional Host, City of Hamilton Water Festival, Hamilton Blood Services, Hamilton Spectator, SISO.	Change Your Future, Alternatives for Youth, Urban Priority Funding, SSSSI Initiative, Hamilton Blood Services, Nutrition Program, Hockey Canada.	

**Questions for the Accommodation Review Committee to address**

a. If the school were to close and students relocated to other schools in the area, would these students and community members continue to have access to the same range of government initiatives that are currently available?



Paraprofessional - Classification of staff for funding purposes as outlined by the Ministry (Lib. Tech., Youth Care Worker, Social Worker, Native YCW). As at Oct.31 2010.

- a. If the school were to close and students relocated to other schools in the area, would students in cooperative programs still be able to obtain cooperative work placements with employers in the vicinity of their current school?
- b. If so, would attending a different school have any negative impacts on the students' ability to get to the work site?
- c. If not, could the board take steps to ensure that the relocated students will continue to obtain relevant cooperative work placements with other employers?
- d. What impact would this have on the students' ability to get to the work site?





20. Availability of Training Opportunities or Partnerships with Business		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	List of formal partnership arrangements between school and local Community / Businesses / Organizations	Recreation: YWCA; Hamilton East Kiwanis Boys' & Girls' Club; Jimmy Thompson Pool; Victoria Curling Club; Glendale Golf & Country Club. Curriculum: SHSM; Mohawk College; REV/WEAR; Rosedale Tennis Club; Hamilton Youth Community Foundation - Hamilton Advisory Council; YWCA; Woodview; Mountsberg Conservation Area; Metro Food Stores. Other: YMCA. Co-op: local businesses; Delta Honey Bear Preschool. After School/Before School Programs: various agencies.	Curriculum: MOE Program (Peter Joshua) - Focus on Math. Other: SISO SWISH Worker.	Curriculum: Mohawk College; McMaster University-Tech Department; Richmond Steel, Bochek Fabrication, Acklands, Grainger Industrial Supplies.	Hamilton Bulldogs; School Sisters of Notre Dame; SPRC, Stoney Creek Rotary; IODC; City Kidz; Latvian Society; Dundas Lions Club.	Other: Rotary Club, SISO, Alternataives for Youth, Pathways to Education; Change Your Future.	Literacy/Numeracy: Ruddle Reading Program. Curriculum: SHSM Healthcare; Hockey Canada.	
2	List of formal sponsorship arrangements between school and local Community / Businesses / Organizations	Walk-in Closet; Alumni Association; Y108; SPRC, private persons for graduation awards; local church community; Tim Horton's.	HPIN; Glendale Needy Student Fund; Chartwell.	Winona Men's Club; M&G Grocery Store; Knights of Columbus - donations for Nutrition Program.	n/a	SPRC; Hamilton Spectator, Hamilton Bulldogs, IBM, private donations, SISO, Pathways to Eduation; Change Your Future; Alternatives for Youth, Public Health, Niwasa/HAEC, Indian Centre, Metis Women's Circle, Elders from the Aboriginal Community.	Partners in Nutrition.	



20. Availability of Training Opportunities or Partnerships with Business		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
3	List of formal training opportunities available to students at the school with employers in the community	Honey Bears- Communication training (Storytelling for children) for 15-30 students per year, Today's Family- Behaviour Management training for 42 students per year, Public Health- Infection Control training for 42 students per year, Red Cross ~The First Aid Sisters- First Aid/CPR training for 15-30 students per year, Red Cross- Babysitting training for 30 students per year, Cunningham Elementary School- Reading Buddies with a grade 2 class-42 Delta students per year, YMCA – Focus on Youth Summer Employment, YWCA – 1st Aid Training , EMS – 1st Aid/CPR Training (phys ed), REV/WEAR – fashion arts with a conscience program (OCA), List of Co-op Employers (nearly 100) available upon request)	1. First Aid and CPR (part of Specialist High Skills Major in the Performing Arts - students can get co-op / experiential learning in the sector), 2. WHMIS (all co-op students take this training prior to heading into the workplace), 3. Students within the Specialist High Skills Major also complete various workshops on professional set design, make up, lighting, and sound engineering.	Red Cross (CPR, First Aid, AED), WHMIS, Smart Serve, Customer Service, Food Handling.	Red Cross (CPR, First Aid, AED), WHMIS, Smart Serve, Customer Service, Food Handling.	Smart Serve, Safe Food Handling, Fall Arrest, WHMIS, Co operative Education placements - varied, AED (Emergency Defibrulator).	WHMIS, Smart Serve, First Aid	
4	List of formal arrangements to provide training to employees of local employers in the school	n/a	n/a	n/a	n/a	n/a	n/a	

**Questions for the Accommodation Review Committee to address**

a. If a school were to close and students relocated to other schools in the area, what steps could be taken to ensure that existing partnership arrangements with the local community / business / organizations could continue in the new schools?

b. If a school were to close and students relocated to other schools in the area, what steps could be taken to ensure that existing sponsorship arrangements with the local community / business / organizations could continue in the new schools?

d. If a school were to close and students relocated to other schools in the area, would students still be able to obtain training opportunities with employers in the vicinity of their current school?

e. If so, would attending a different school have any negative impacts on the students' ability to get to the work site?

f. If not, could the board take steps to ensure that the relocated students will continue to obtain training opportunities with other employers?

g. What impact would this have on the students' ability to get to the work site?

h. If a school were to close and students relocated to other schools in the area, could the board take steps to ensure that training opportunities for employees of local employers can continue in the new school(s)?





21. Attracts or Retains Families in the Community		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	No data elements identified							
<p><b>Questions for the Accommodation Review Committee to address</b></p> <p>a. What will be the effect on population in the area If the school were to close and students relocated to other schools?</p>								





*Secondary Accommodation*  
**Review Committee**



# School Information Profile (SIP)

North ARC - Working Group Meeting #1  
January 11, 2011



- SIP is intended to be used as a tool by the ARC
  - Familiarize the ARC members and the community with the schools under review
  - Help ARC members and community understand how well schools meet the objectives of the *Reference Criteria* as outlined in the *Terms of Reference*
  - Provide the foundation for discussion and analysis of accommodation options



- SIP includes data for each of the following considerations about the schools:
  - a) Value to the student
  - b) Value to the school board
  - c) Value to the community
  - d) Value to the local economy
- Value to the student takes priority over other considerations
- SIP consists of 21 sections and addresses 182 items



- SIP template is included in the Board policy
  - Consistent with Ministry of Education Pupil Accommodation Review Guidelines (June 2009)
  - Completed by Board administration
  - Presented to the ARC
    - Discuss
    - Consult
    - Modify
    - Finalize



- **Next Steps**
  - Review the SIP
  - ARC needs to answer (Section 15, Question #1 ):
    - “How extensively do members of the community make use of the school grounds for informal recreational activity?”
    - Scale 1-5 with 5=Very Extensively and 1=Never
- **Working Group Meeting #2 (February 1, 2011)**
  - Review/ discuss each section
  - Add additional questions (if required)
- **Public Meeting #1 (February 22, 2011)**
  - Present the work that we have completed to date and seek community input





## *Secondary Accommodation* **Review Committee**



# Questions



**North - Accommodation Review Committee  
February 1, 2011**

**Hamilton-Wentworth District School Board  
Board Room  
6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran, Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Minutes of the meeting of January 11, 2011**
  - 3.1 Errors or Omissions**
  - 3.2 Approval of the Minutes**
  - 3.3 Business Arising from the Minutes**
    - 3.3.1 Binder Updates**
    - 3.3.2 Clarifications**
- 4. Information Items and Follow-up**
  - 4.1 Timelines and Benchmarks**
  - 4.2 Public Meetings – Organization**
  - 4.3 School Tours**
- 5. School Information Profiles – Dan Del Bianco**
  - 5.1 New Information**
  - 5.2 Review and Customizing**
- 6. Presentations**
  - 6.1 Recommendations of HWDSB Senior Administration**  
**Ken Bain, Associate Director of Education**
  - 6.2 Program Plan – Peter Joshua & Vicki Corcoran - Superintendents**
  - 6.3 Questions from the Committee**
- 8. Other Business**
- 9. Adjournment**

**Next Meeting – February 22, 2011 – Public Meeting at Sir John A. Macdonald Secondary School**

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



**North Accommodation Review Committee Meeting**

**Education Centre Board Room**

**February 1, 2011**

**Minutes**

**ATTENDANCE:**

**Committee Members**

***Chair – Vicki Corcoran***

***Voting Members – Jayne Bentley, Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Jane Henry, Rick Kunc, Marie Jackson, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Chad Collins, Glenn Cooke, Geoff Coombs, Mark Currie, Rich Gelder, Eileen Griffett, Jim Holubeshen, Peter Joshua, Ray Mulholland, Jamie Nunn, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Sharon Slater, Todd White***

**Regrets**

***Voting Members –***

***Non-Voting Members – Jason Farr, Bernie Morelli, Sam Merulla***

**Resource Staff**

***Daniel Del Bianco, Steve Stirling, Jim Wibberley, Michael Slee, Don Hall, Kevin Morton, Ellen Warling***

**Recording Secretary**

***Tracy McKillop (formerly Skinner)***

- 1. Call to Order** – Superintendent Corcoran called the meeting to order at 6:05 p.m.  
Superintendent Corcoran commenced the meeting with introductions and reviewed the house rules.

**2. Agenda**

- 2.1 Addition and Deletions** – There were no additions or deletions to the Agenda.



**2.2 Approval of the Agenda** – The agenda was approved by consensus.

**3. Minutes of the Meeting of January 11, 2011**

**3.1. Errors or Omissions** – There were no revisions.

**3.2 Approval of the Minutes** -The minutes were approved and consensus was given.

**3.3 Business Arising from the Minutes**

**3.3.1 Binder Updates** – Mr. Del Bianco spoke about the updated School Information Profiles (SIP) which were distributed to the Committee and now includes sections two and three. The committee also received the “Non ARC” SIP for Saltfleet District High, Waterdown District High and Westmount School. School overviews for each of the schools – Delta, Glendale, Orchard Park, Parkview, Sir John A Macdonald and Sir Winston Churchill were added.

**3.3.2 Clarifications** – It was noted that the school overviews should be filed behind the yellow tabs located under the school profile tab. The old SIPs are to be replaced with the newer, larger version of the SIPs.

**4. Information Items and Follow-Up**

**4.1 Timelines and Benchmarks** – A flow chart outlining the meeting dates and objectives was included in the handout package. Mr. Del Bianco shared that the timelines chart can be adjusted if necessary as this is just a guideline.

**4.2 Public Meetings and Organization** – Mr. Del Bianco informed the committee that the public meeting provides an opportunity to present an update to the public regarding what has taken place at both working meeting one and meeting two. The intent is to provide a brief overview of the ARC process, the SIPs and the program strategy as well as the recommendations from the Senior Administration team. This meeting will allow the committee an opportunity to listen to the questions and comments of the community. The meeting is scheduled for Sir John A Macdonald at 6:00 p.m. The public meeting will be advertised in the media.

Questions - there were no questions asked at this time.

**4.3 School Tours** – Mr. Del Bianco indicated that the school tours will provide the members of the committee a better understanding of the SIPs and the opportunity for them to see the properties first hand. March 26, 2011 was the proposed date and a tentative agenda was included in the handout package. Mr. Del Bianco informed the committee that due to the number of schools this will be a full day event. He feels that this is an important component that all members should work toward participating in. The members will meet at Sir John A Macdonald and board the bus. A box lunch will be provided.



**Question/Comments from the Committee:**

- There was some concern that some of the members are on two ARCs and would be unable to attend both ARC tours. This was something that would be taken back to the Steering Committee for further discussion.

**5. School Information Profiles – Dan Del Bianco**

**5.1 New Information** – Mr. Del Bianco had six groups set up – one for each school. He advised that by breaking up into groups it would allow for more intimate discussions and the opportunity for the members to go over the SIPs and ask any questions that they have. A member of Facility Management was available to work with each of the groups and answer some of their questions and concerns. Forty minutes was allotted for the group discussions. Mr. Del Bianco shared that it may not be enough time to go over the SIPs in detail; however it is a starting point.

**5.2 Review and Customizing** - Upon the return from the meeting where questions and concerns were documented, Mr. Del Bianco indicated that these will be addressed at the next working committee meeting. He asked that all of the documented questions and concerns, of each group, be handed into Tracy McKillop at the end of the meeting.

**6.0 Presentations**

**6.1 Recommendations of HWDSB Senior Administration – Ken Bain, Associate Director of Education** – Associate Director Bain informed the committee that the Ministry policy requires Senior Administration to provide their recommendation to the ARC and the public during the ARC process. There is no stipulation as to when the recommendation is to be presented; however, HWDSB's Senior Administration team felt that they would share it early in the process. He shared with the ARC Committee that this is a point in time recommendation. He also said that the committee members could endorse it, set it aside, modify it, or simply throw it away. Associate Director Bain stated that the Senior Administration team will be kept abreast of the questions and recommendations of the ARC and this information may change or impact the Board's final recommendation. He then went on to explain why we have an Accommodation Review and shared that we have empty spaces in our schools. If we can combine some of the schools and increase enrolment then larger Secondary School environments can mean the following for students:

**Program Benefits**

- 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 – therefore spreading the funding over fewer schools allows for greater benefits
- Renewal – removing those schools with high renewal needs would allow the Board to reallocate those funds to the remaining schools.

Associate Director Bain spoke of the 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

Associate Director Bain showed a chart which outlined the current situation, the on-the-ground capacity, enrolment utilization for 2009/10, 2015/16, 2020/21, the current FCI, and the 10 year FCI. He also spoke of the schools located in the North ARC and their associated boundaries.

Associate Director Bain explained the North ARC Cluster Proposed Recommendation

- Close Delta and Parkview in June 2013
- Relocate the students to the existing facilities effective September 2013.

Associate Director Bain then displayed a chart showing the enrolment percentage changes that would result from the above listed closings. He indicated that 85% of the students that are currently enrolled in Parkview are within the boundary of Sir John A Macdonald. The money from the sale of Parkview and Delta will be reinvested into the remaining schools. Associate Director Bain went on to explain that the new program changes will be shared at the meeting in April and that all of the students can be accommodated in the existing buildings. This recommendation is a starting point for the ARC to build from. It is completely up to the ARC what they choose to do with this option. He stressed that this is



the Board's best thinking at this point in time and that this may change after the ARC makes its recommendation. Associate Director Bain felt that it was advantageous to hear the new program strategy prior to hearing questions and comments from the committee. He stated that the Board is undertaking to introduce the new program changes along with the changes which may occur once the Board of Trustees has made their final decision.

## **6.2 Program Plan – Peter Joshua and Vicki Corcoran – Superintendents**

**Presentations** – Superintendent Joshua stated that tonight's presentation provides an important high level look at the program strategy, its guiding principles and its connections to the Education in Hamilton-Wentworth District School Board report that was presented at the last meeting. He explained that the program strategy is all about a focus on how we can best support your child (student) in learning, achieving and preparing for life during and beyond secondary school. Superintendent Joshua shared the definitions of the program strategy which included:

**Personalized Learning** - this puts the learner at the centre and provides assessment and instruction tailored to a student's particular learning and motivational needs.

**Pathways** – this is a combination of courses that lead to graduation and to a post secondary destination which may include apprenticeship, college, university, community or the workplace.

**Specialization** – these are programs that allow students to explore their interests. In addition to the programming offered at neighbourhood schools there would be alternative programs which focus on such things as sports, academics, science, arts, and languages. An example of this is the program that is offered at Westmount Secondary School. Westmount is a system school - only one of six in our province.

**Equity** – all students have access to programs when and where they need them and where all students participate to the best of their abilities.

**Tiered Intervention** – a method used to meet the abilities and preferences of students where the level of support or programming is adjusted appropriately for each student.

The Program Strategy intertwines support to all schools. Superintendent Corcoran stated that the first criteria used to assist students in choosing an appropriate program pathway is their individual learning profile and level of independence. What is the goal for the student at the end of his/her secondary years and what is the best plan to achieve that? With the focus on "Learning for All" the schools need to provide inclusive and supportive environments that encourage the engagement and involvement of all students in all aspects of the secondary experience.

Superintendent Corcoran spoke of the Spectrum of Programs that would be available in all schools:



**Student Support Centres** – would provide support to students who are fully integrated into regular class and earning credits.

**Student Alternative Support Centres** – would be a new support program designed to support students in regular programs but who have anxiety-related or other mental health concerns and require targeted socio-emotional support in order to succeed in their chosen pathways.

**A Comprehensive Support Program** – is a program that would provide targeted, yet credit-bearing support in the core areas of literacy and numeracy plus inclusion into regular courses.

Superintendent Corcoran then went on to explain the Spectrum of Programs that would be available in all clusters:

**Graduated Support Program** – this program would be similar to a pilot program that is currently being offered at one site in our system. This program has two parts: The Personalized Support Part of the program is a four year program designed to solidify functional skills in literacy and numeracy, provide life skills training and focus on independence skills. Students would participate and be integrated appropriately into the school community. The transition part of the program would last a maximum of three years and involve a planned transition to the community, focusing on skills determined by the transition plan which assist the student in their integration into the community through co-op or work experience placements.

**Specific Support Program** – would provide such support, plus some inclusion into the secondary school community as personally appropriate. This program would provide intensive, personalized support in various areas, such as life skills, communication and personal care.

**Personalized Learning Centres** – would provide individualized programs not housed in a regular high school setting. These students would receive the supports necessary to transition back to the regular school environment or to a workplace setting as appropriate.

Superintendent Corcoran stated that there are two other programs which need to be provided as part of the spectrum of services in order to meet the needs of all of our students. These include:

**The Extensive Support Program** – which would provide targeted support to students requiring extensive and continuous support and supervision, and very personalized support programs. This program would be offered in at least one location in Hamilton-Wentworth District School Board.

**The Intensive System Support Program** – which is a program designed to support students in very unique situations where none of the existing programs will meet their unique needs, such that an individualized solution must be explored and developed collaboratively with our community partners.



At this point in the meeting Associate Director Bain stated that the recommendation is a long range vision which will support Hamilton-Wentworth District School Board in having well resourced schools and support the students in reaching their optimum goals.

### **6.3 Questions/Comments from the Committee:**

**Michele Cameron** asked if the closing of schools means the selling off of the properties and will the proceeds be distributed among the schools? Associate Director Bain answered that “yes” the proceeds will be going back into the schools.

**Danielle Bawden** asked if HWDSB is prepared to spend eighty million dollars in upgrades why not propose the building of a new school? Associate Director Bain indicated that we need clarification from the Ministry for the funding of new schools and Senior Administration did not feel confident in recommending a new school. Ms. Bawden then asked how the upgrades are going to be completed by 2013/14. Associate Director Bain stated that all of the upgrades will not be completed by that time however the closing of a couple of the schools will provide some proceeds of disposition which will allow the upgrades to occur a little quicker.

A question was raised asking if the Parkview students will be integrated into the regular classroom. Superintendent Corcoran stated that the Board would have to look at where they are in the continuum to see what the best fit for them would be. It was then further asked if the students will have a separate school within the existing school. Superintendent Corcoran feels that they would be integrated into regular classrooms with support. She shared that the Board already has classrooms like this and that they are working well.

**Michael Chalupka** asked if the students will have a personal profile before they are moved. Superintendent Corcoran said absolutely and HWDSB will look at the personalized profile to make the transition easier and it will be pre-planned. Superintendent Joshua stated that ongoing assessments are key in making this a smooth transition.

The question -“would the same type of programming be offered at the new schools as is currently offered at Parkview?” Superintendent Joshua stated that the concept of pathways programs will support the students in moving into a direction that would work for them.

**Michele Cameron** asked how the Board will support the parents in making a good decision with the students because some of the students will be pulled out during their time in high school. Associate Director Bain stated that the Board will make every effort to provide support. They will connect with the students, parents and community to support them in making the transition as smooth and seamless as possible.



**Trustee Simmons** felt that the committee might like to hear the benefits that the students will experience by moving to a new school. Associate Director Bain stated that the Board will provide an overview in April.

The next question raised was concern over the enrolment projections. If some of the schools are over capacity then how can you move more students into the school? Associate Director Bain stated that the boundaries will need to be reviewed between Glendale and Churchill (moving west to take in some of the Churchill students). Some of the programs may need to be moved out to other schools and with the new program strategy and not having students in the classroom for four periods a day, five days a week will also support this move of students.

**Geoff Coombs** feels that committees may be needed for the schools that are closing as well as for the schools who will be receiving these students.

**Danielle Bawden** felt that some of the Grade 9 students may not want to register at Delta only to be moved in a couple of years to another school. Is there a way that the Board could offer a phase out program? Associate Director Bain stated that the Board considered a phase in and phase out method however it was felt that this was not the best approach. He indicated that if the ARC committee chooses to make that recommendation then please feel free to proceed with that recommendation.

**Barb Wachner** wanted to know what the psychological implications were going to be. Superintendent Corcoran indicated that this has to be a part of the transition. The Board will look at how they can support the students with this transition and the easing of any anxiety that they may feel around the move. In April, the committee will be informed of the various program locations.

**Michele Cameron** asked Associate Director Bain if the students could be told that this is just a recommendation at this time. He stated that this was an excellent point and that tomorrow messaging would be going out to communicate this very point. He shared that these are just point in time recommendations and that it will be a year from now before a final decision is made by the Board of Trustees.

**Michael Chalupka** asked if the utilization ratio had anything to do with the student/teacher ratio. Associate Director Bain indicated that on-the-ground reflects 21 students per classroom. Although the collective agreement differs from 21 students per classroom Senior Administration is using the on-the-ground data for this recommendation. He indicated that some classrooms are less than 21 students while others may be higher. Associate Director Bain stated that the collective agreement will be honoured during all of these changes.

**Eileen Griffett** stated that Parkview will not get the social aspect at a larger school. She feels that they will lose their community and safe space. Superintendent Joshua acknowledged Eileen's concerns and shared that all of the concerns will be taken into consideration.



**Jim Holubeshen** stated that the two schools with the lowest enrolment are being closed. Associate Director Bain shared that it is easier to re-locate the lower enrolments schools however the school conditions are taken into account as well.

**Anna Busse** asked Associate Director Bain if the feeder schools would be receiving information as well. He indicated that at this point in time there was no intention to send communications out to the feeder schools the following day although the secondary school would be receiving this information. This is something that will be considered at a later date.

A member asked if E Learning is currently being used or is it just a concept. Superintendent Corcoran stated that blended learning is already being offered however some of this is a new concept.

**Danielle Bawden** questioned whether it is wise to go down this route. She asked if the Board is going to support the staff by having support staff in the classrooms with the special needs students. Superintendent Corcoran stated that the students have the right to be in the Secondary Schools for seven years. She indicated that social work will be provided as well as support from community providers.

The last question that was brought forward was -are the staff permitted to follow their students if it falls within the Agreement? Associate Director Bain shared that the Board has already been in touch with the OSSTF to address the needs of the teaching staff. He indicated that they have already had information sessions and will continue to have meeting to make sure that all needs are being met.

**6.0 Other Business** – Mr. Del Bianco stated that if there are any other questions or changes to the data in the School Information Profiles please e-mail them to Tracy McKillop where they will be addressed at the next working committee meeting.

**7.0 Adjournment** – the meeting was adjourned at 8:53 p.m.



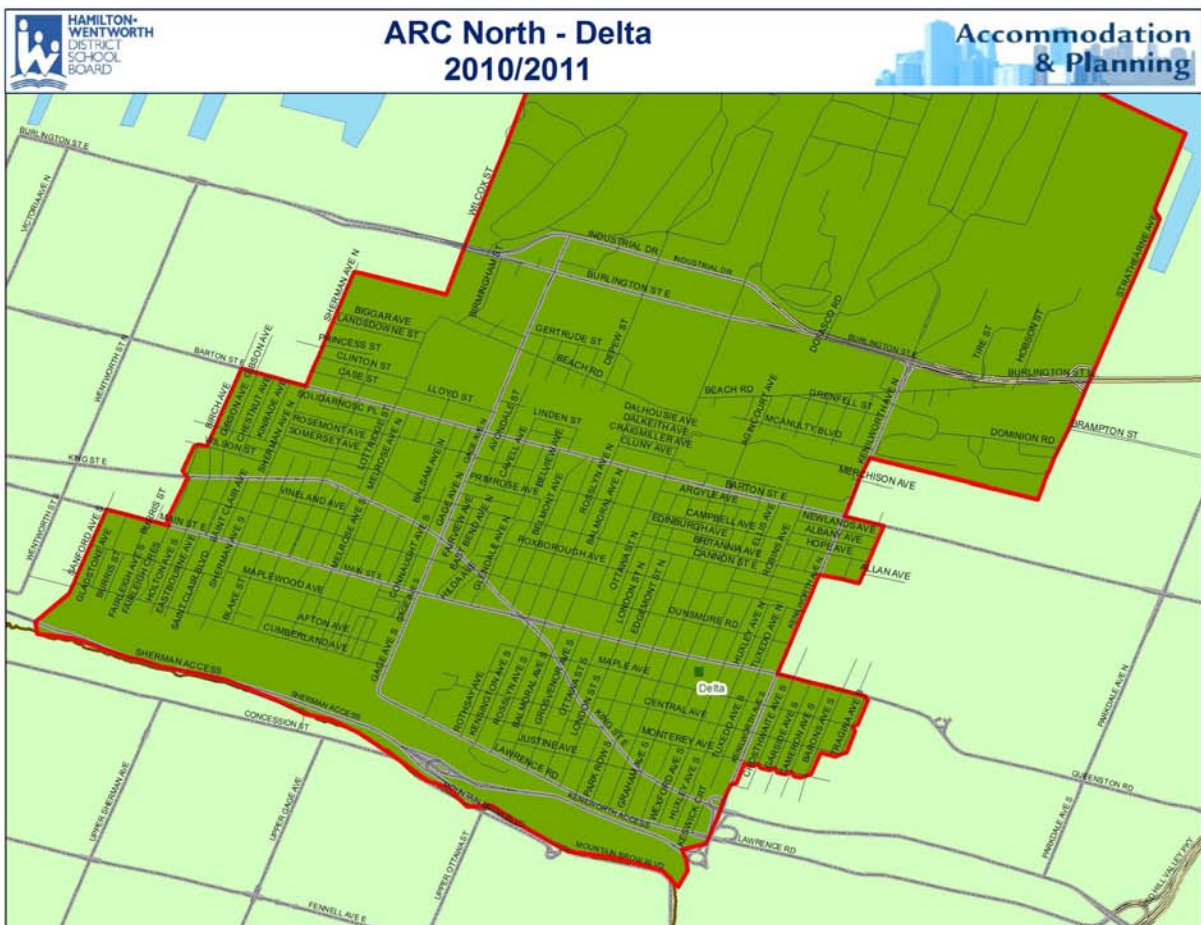
# School Overview

## ARC North - Delta Secondary School



Total sq/ft:  
- 227,636

Associated Facilities:  
- Delta Honey Bear Day Care







Gym

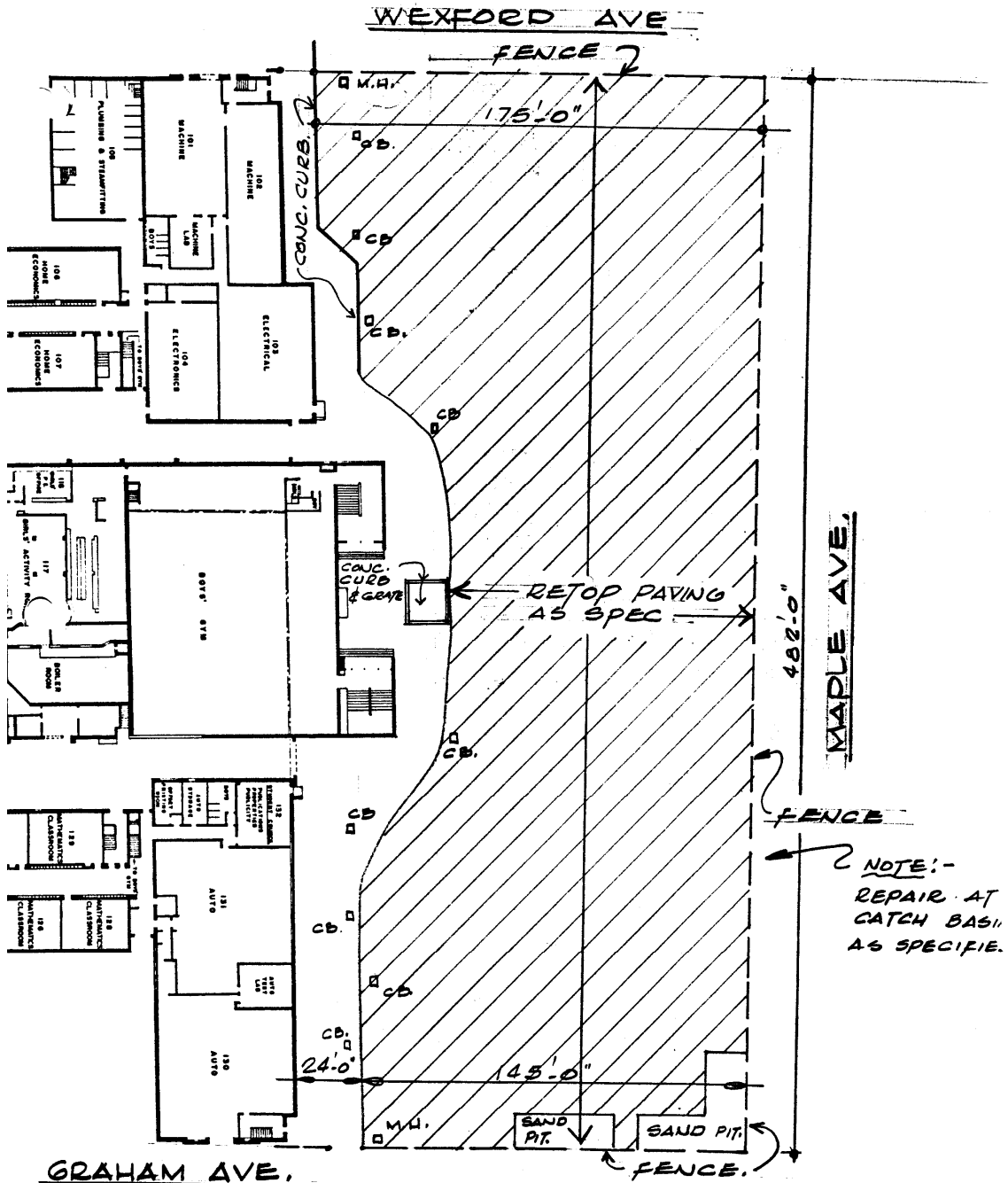


Gym



Hallway

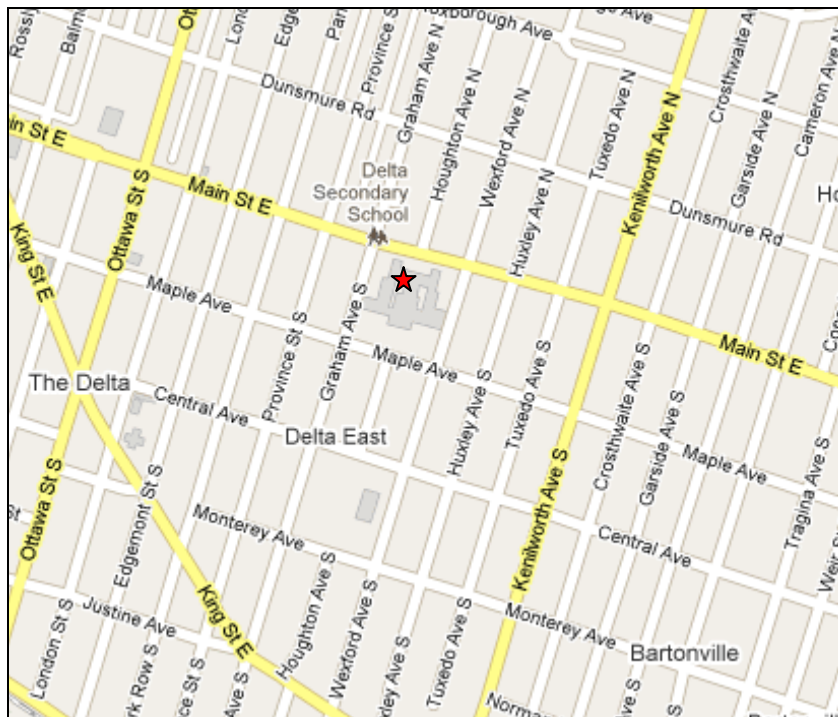
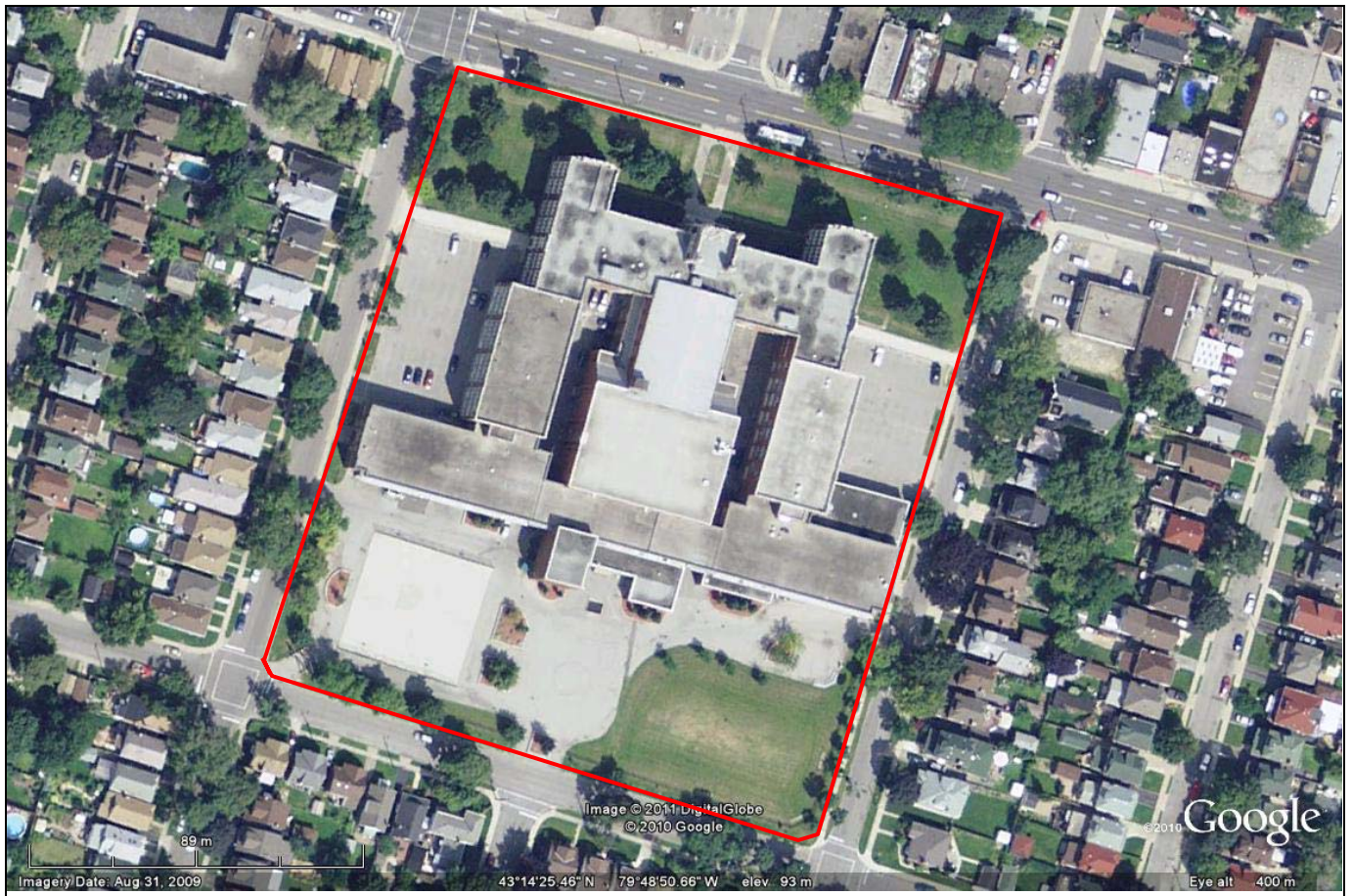




GRAHAM AVE.  
 DELTA SECONDARY SCHOOL  
 RETOP PAVING. APR. 16/75 NOT TO SCALE.



**DELTA SECONDARY**  
**1284 MAIN ST. E., HAMILTON**  
**6.19 ACRES**



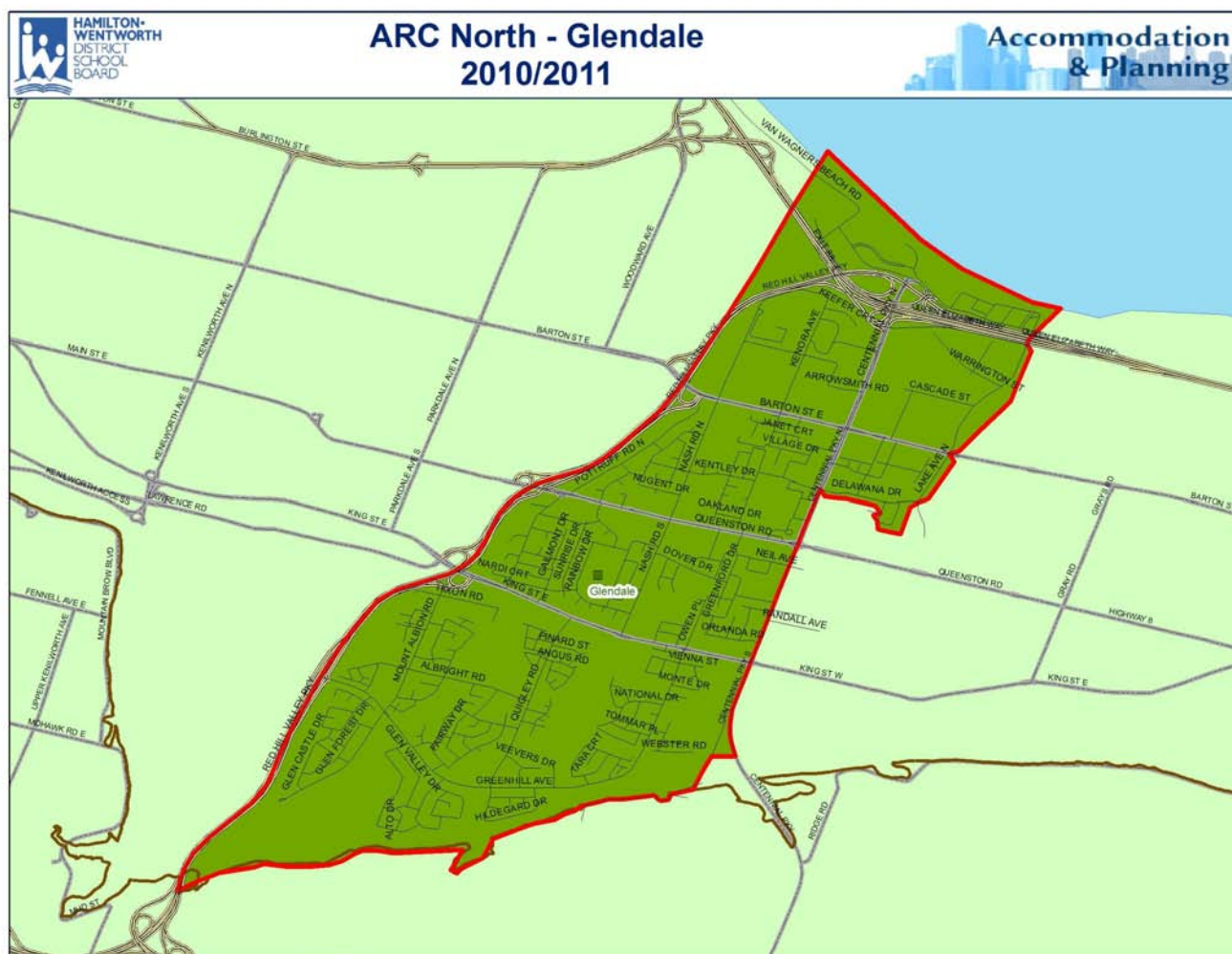
**PROPERTY INFORMATION**

<b>LOCATION</b>	1284 Main St. E.
<b>PROPERTY NUMBER</b>	251804030500550
<b>FRONTAGE</b>	487 ft. +/-
<b>DEPTH</b>	561 ft. +/-
<b>BLDG. SIZE</b>	227,636 +/- ft <sup>2</sup>
<b>BUILT</b>	1924
<b>ADDITIONS</b>	1948, 1970
<b>SITE AREA</b>	6.19 +/- Acres
<b>LEGAL TEXT</b>	Conc 3 Pt Lot 3 Btn. Ham
<b>MUNICIPALITY</b>	Hamilton





Associated Facilities:  
- None





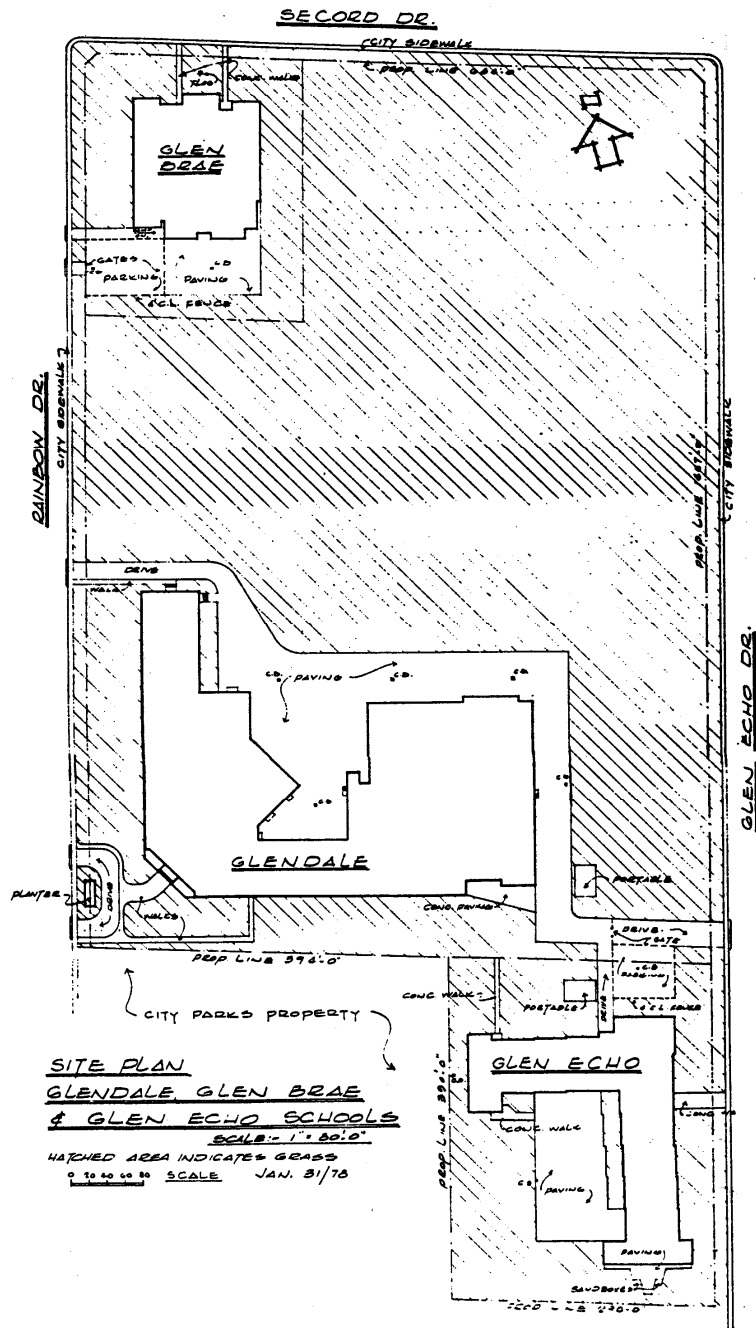


Gym



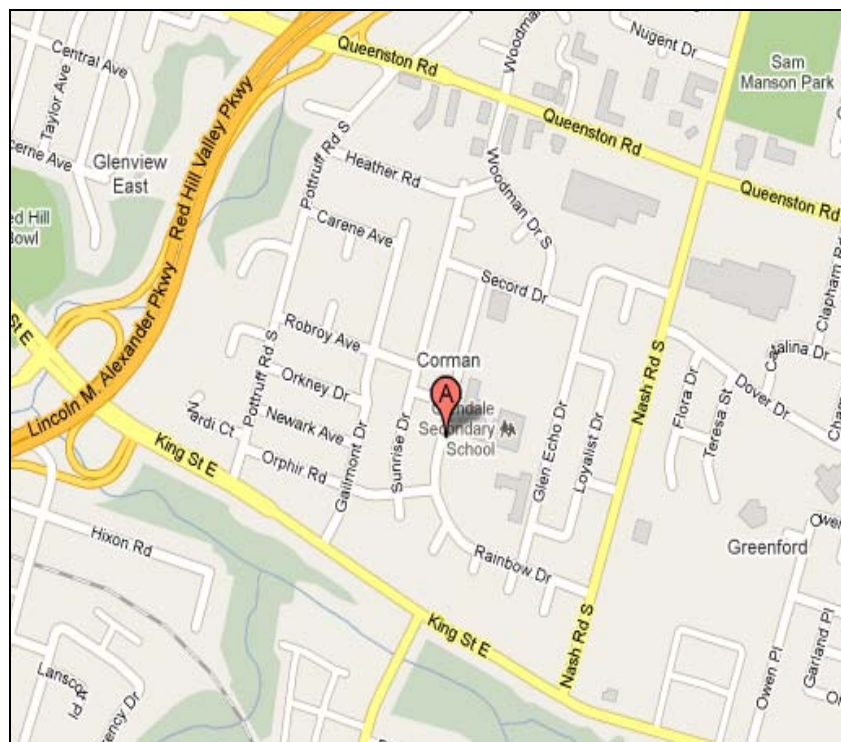
Auditorium







**GLENDALE SECONDARY  
145 RAINBOW DR., HAMILTON  
18.62 ACRES**



**PROPERTY INFORMATION**

<b>LOCATION</b>	145 Rainbow Dr.
<b>PROPERTY NUMBER</b>	251805043207940 251805043300220 251805043304400
<b>FRONTAGE</b>	1015.94 ft. +/-
<b>DEPTH</b>	684 ft. +/-
<b>BLDG. SIZE</b>	138,036 +/- ft <sup>2</sup>
<b>BUILT</b>	1960
<b>ADDITIONS</b>	1963
<b>SITE AREA</b>	18.62 +/- Acres (includes Glen Brae & Glen Echo)
<b>LEGAL TEXT</b>	Plan 1444 Pt Lot 5, Pt Lot 6 Irreg Shared site with Glen Brae & Glen Echo
<b>MUNICIPALITY</b>	Hamilton



# School Overview

## ARC North - Orchard Park Secondary School



Total sq/ft:  
- 184,685

Associated Facilities:  
- Recreation Centre







Gym



Gym



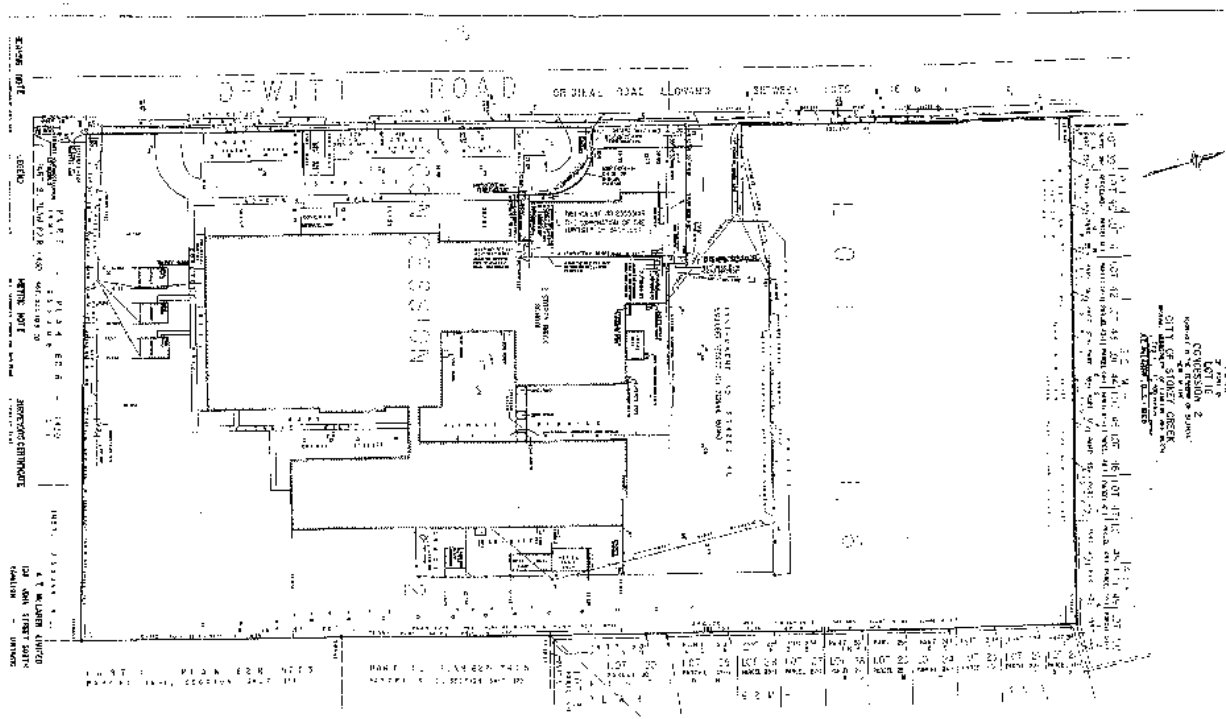
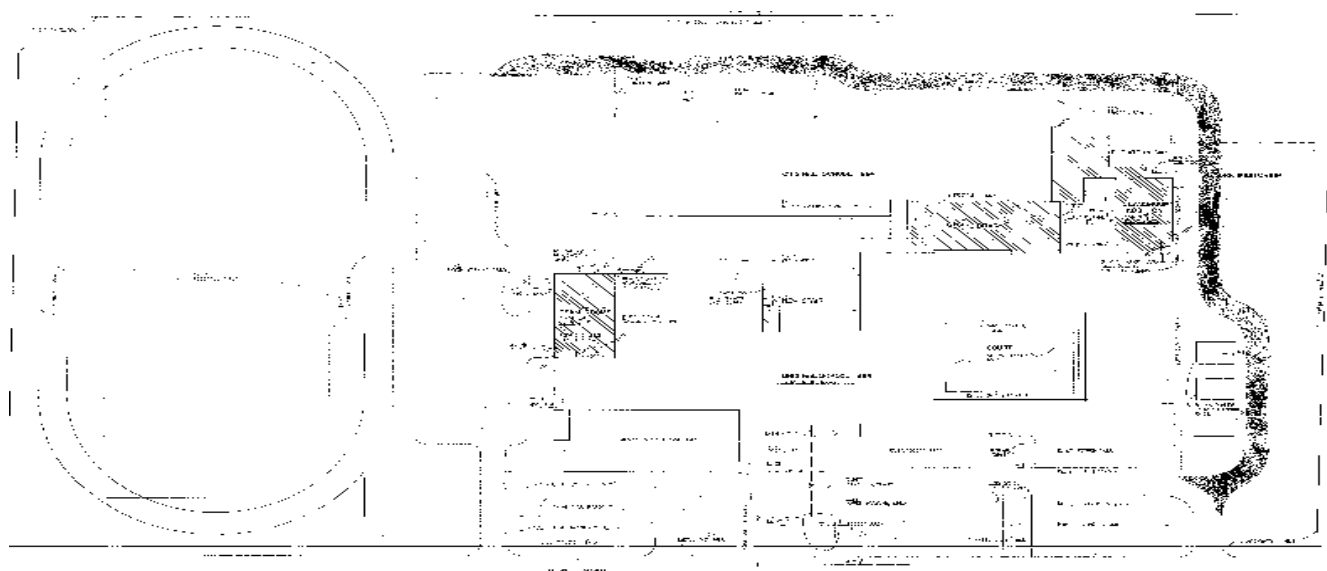
Courtyard



Hallway

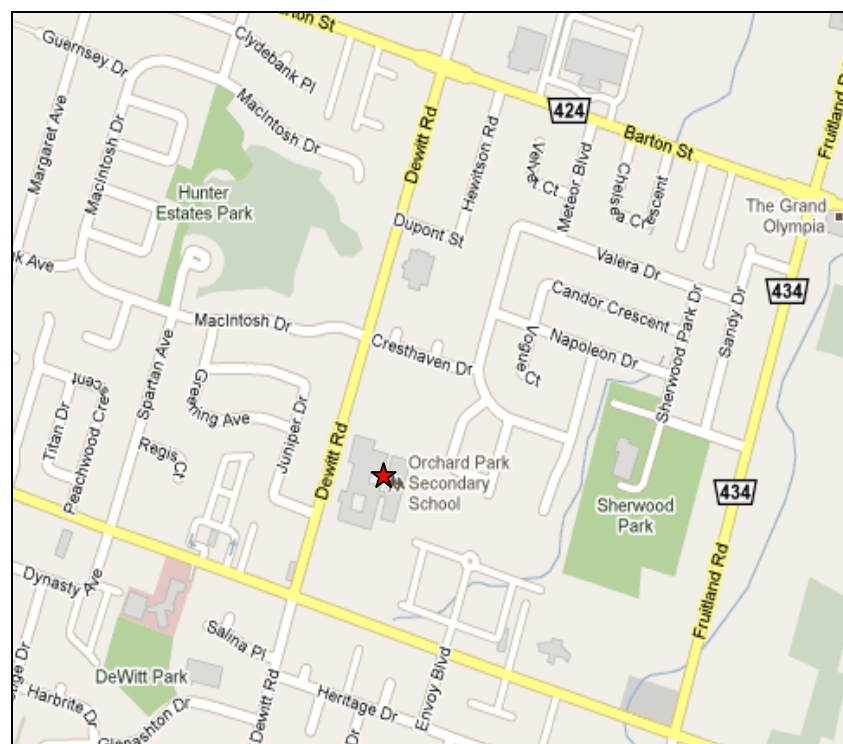


## ORCHARD PARK





**ORCHARD PARK SECONDARY  
200 DEWITT RD., HAMILTON  
14.48 ACRES**



**PROPERTY INFORMATION**

<b>LOCATION</b>	200 Dewitt Rd., Stoney Creek
<b>PROPERTY NUMBER</b>	251800324000600
<b>FRONTAGE</b>	1007.22 ft. +/-
<b>DEPTH</b>	583.5 ft. +/-
<b>BLDG. SIZE</b>	184,685 +/- ft <sup>2</sup>
<b>BUILT</b>	1965
<b>ADDITIONS</b>	1972, 1990
<b>SITE AREA</b>	14.48 +/- Acres
<b>LEGAL TEXT</b>	Conc 2 Pt Lt 16 SLT SC (232 DeWitt Rd., SC)
<b>MUNICIPALITY</b>	Hamilton
<b>AGREEMENTS</b>	City of Hamilton adjoining Rec Centre



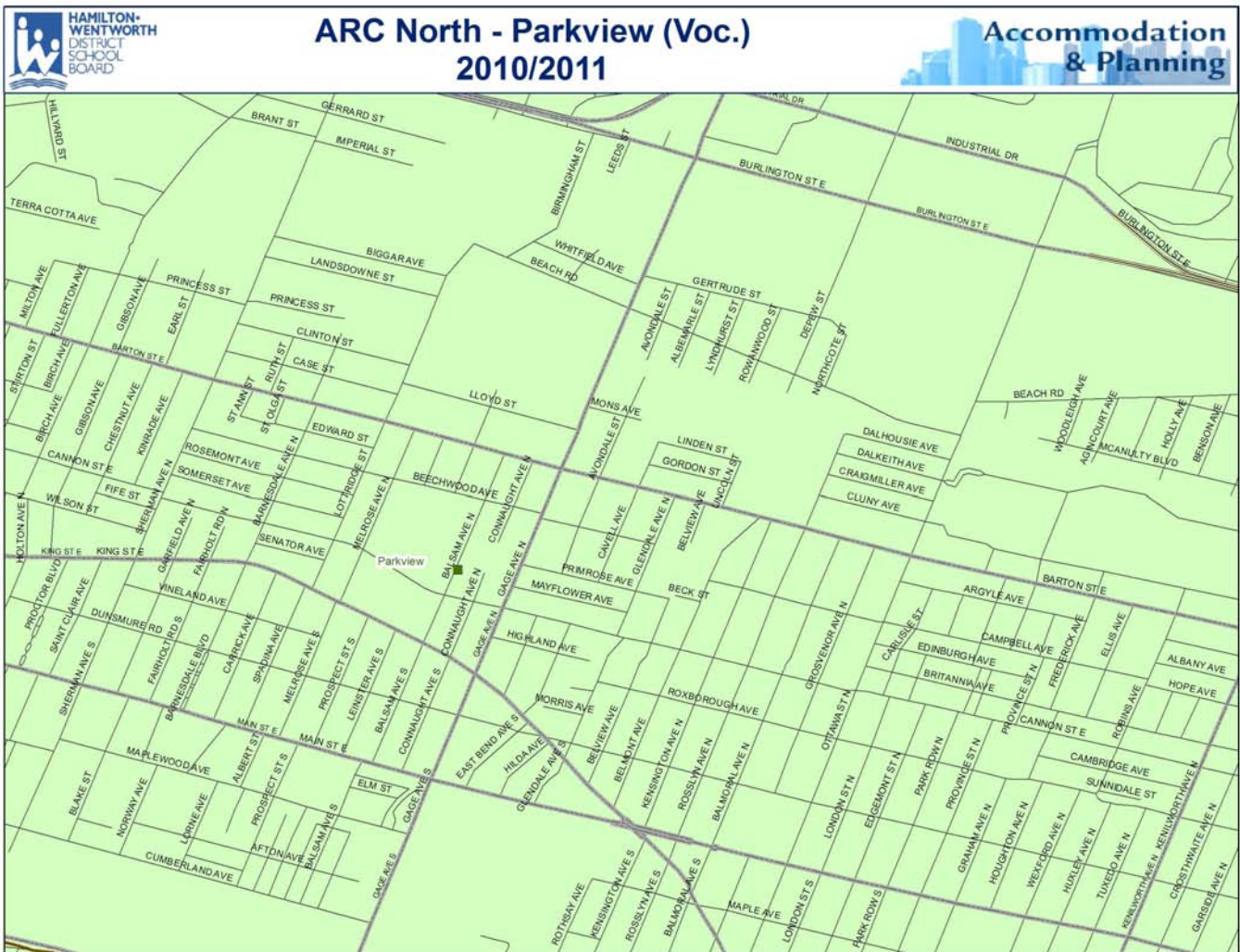
# School Overview

## ARC North - Parkview Secondary School



Total sq/ft:  
70,370

Associated Facilities:  
- None

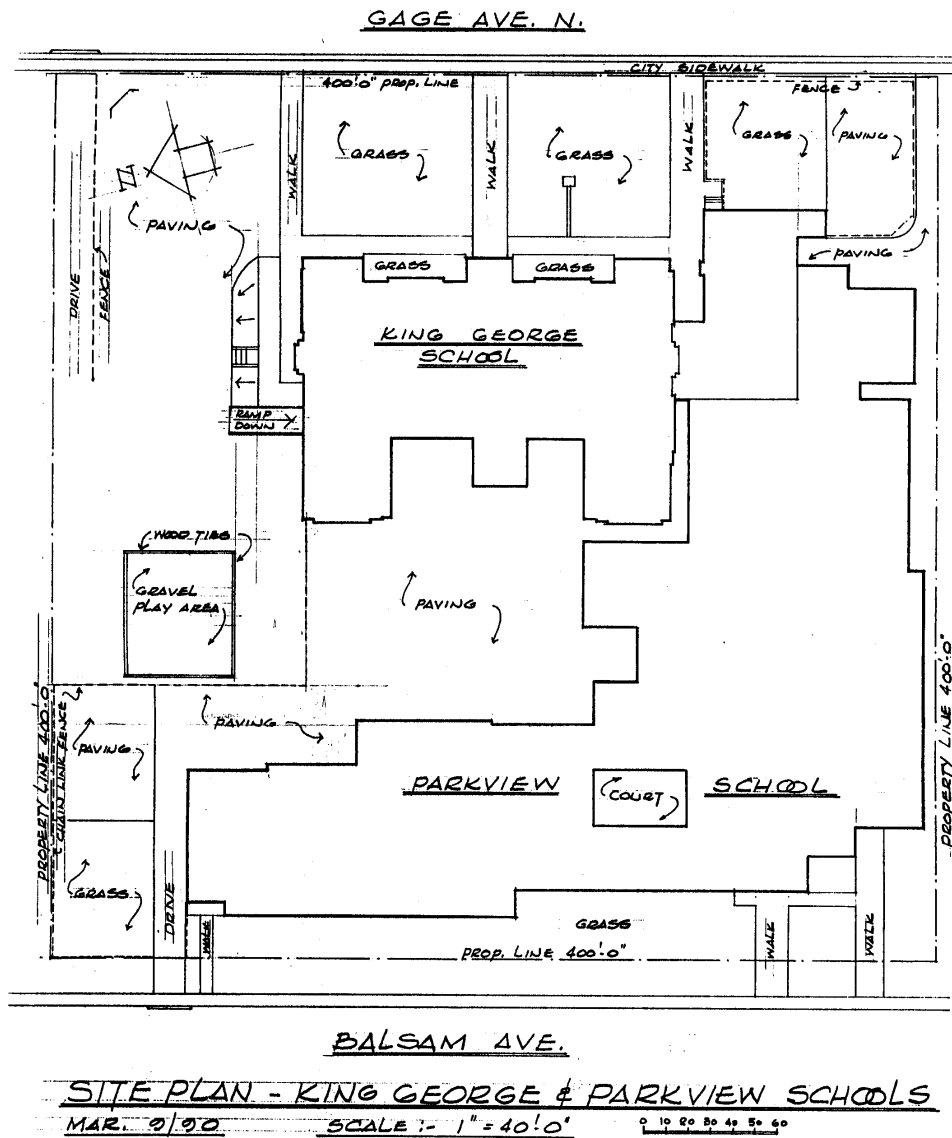






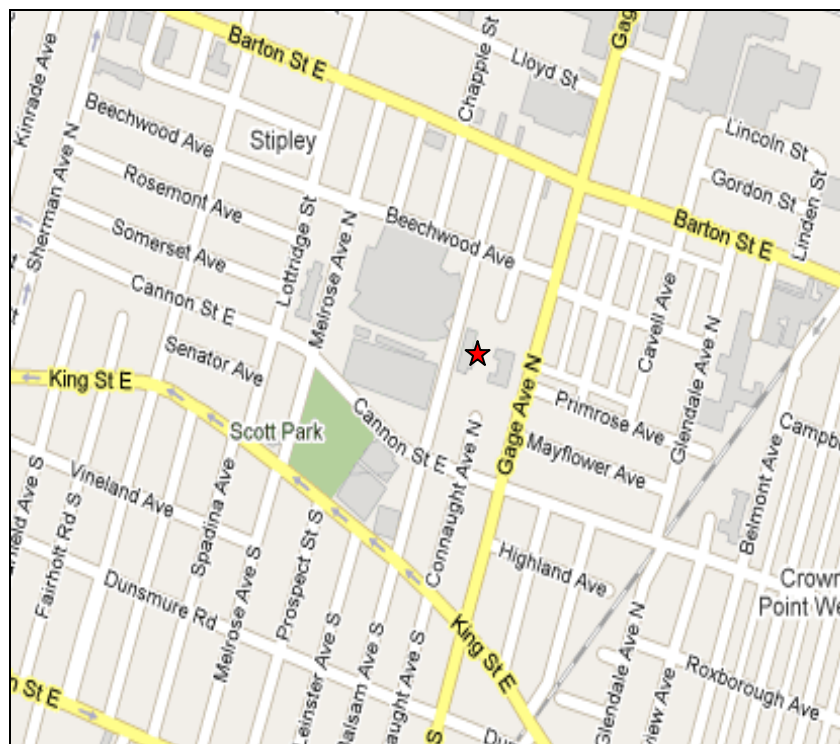
Gym







**PARKVIEW (VOC)**  
**60 BALSAM AVE. N., HAMILTON**  
**3.68 ACRES**



**PROPERTY INFORMATION**

<b>LOCATION</b>	60 Balsam Ave. N.
<b>PROPERTY NUMBER</b>	251803026555800
<b>FRONTAGE</b>	400 ft. +/-
<b>DEPTH</b>	400 ft. +/-
<b>BLDG. SIZE</b>	70,370 +/- ft <sup>2</sup>
<b>BUILT</b>	1962
<b>ADDITIONS</b>	1969
<b>SITE AREA</b>	3.68 +/- Acres Shared site with King George School
<b>LEGAL TEXT</b>	Conc 2 Pt Lt 7 Btn. Ham Plan 619 (77 Gage Ave. N.)
<b>MUNICIPALITY</b>	Hamilton



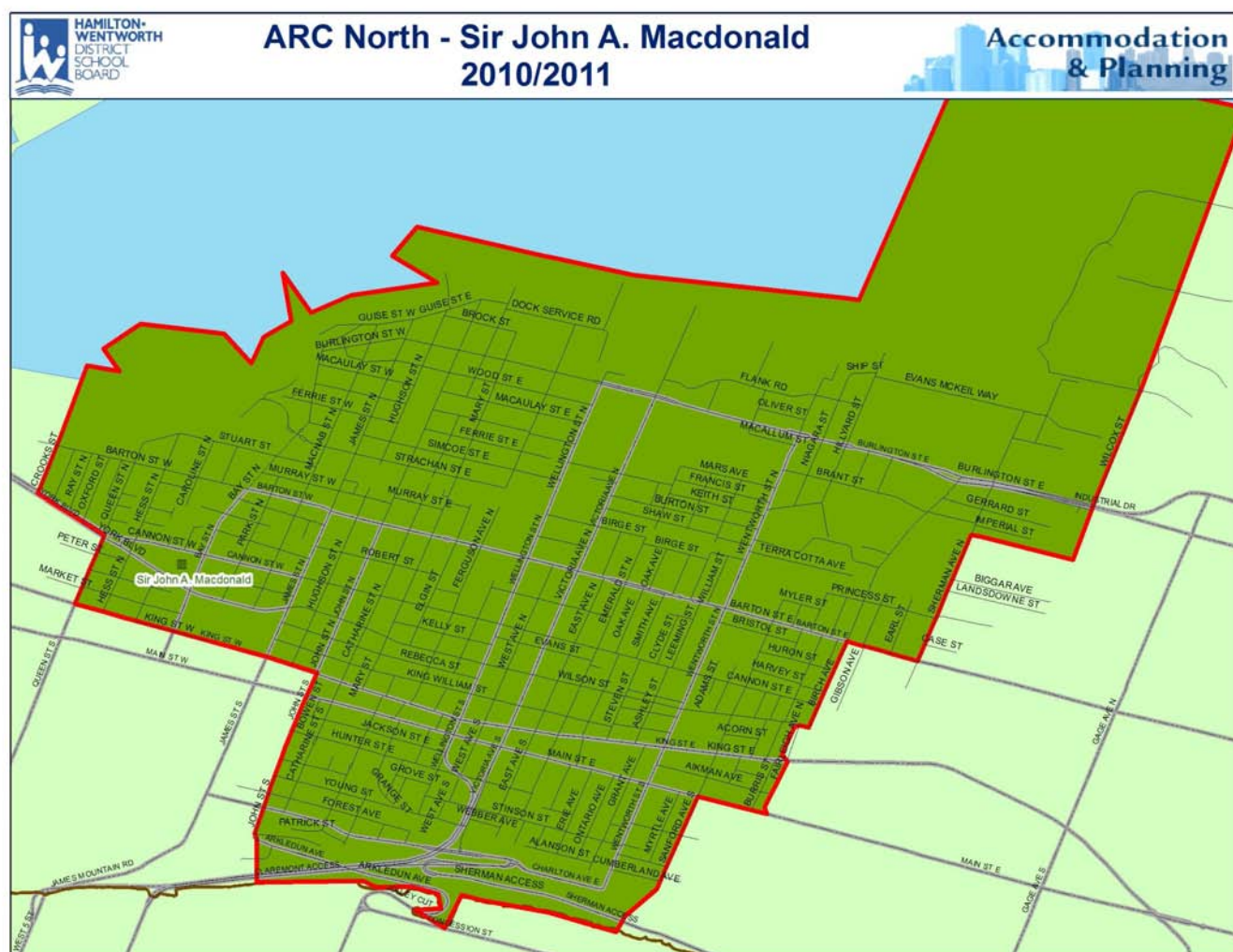
## School Overview

### ARC North - Sir John A. Macdonald Secondary School



Total sq/ft:  
211,960

Associated Facilities:  
- Hamilton Community Energy

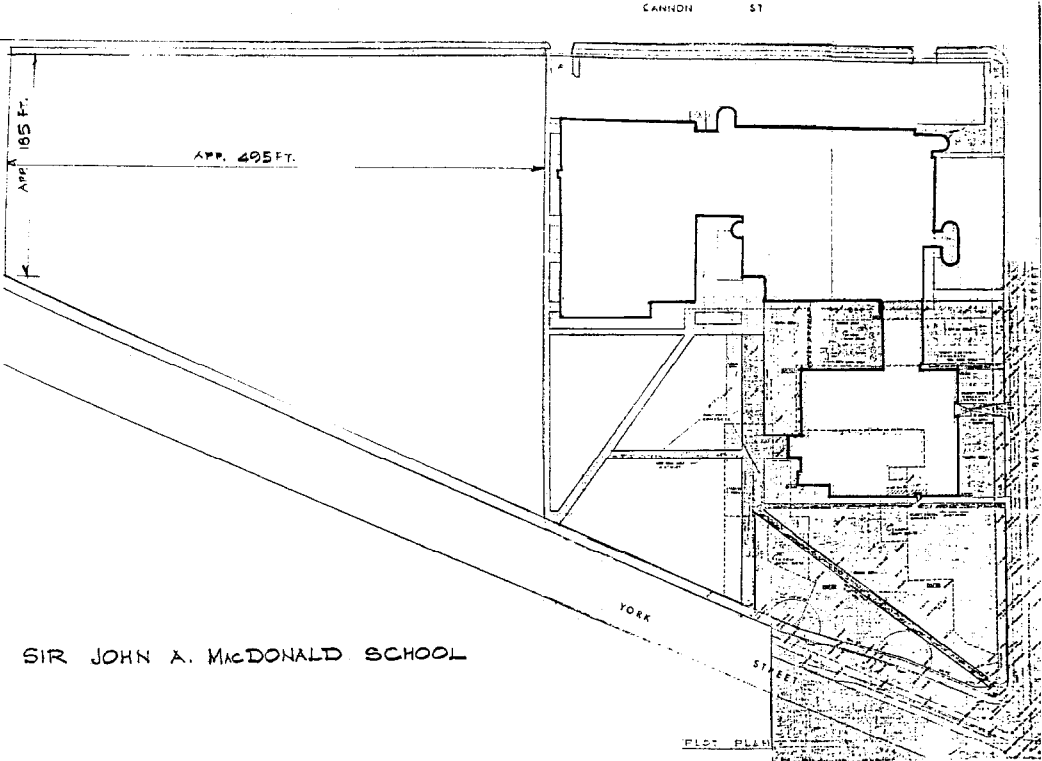






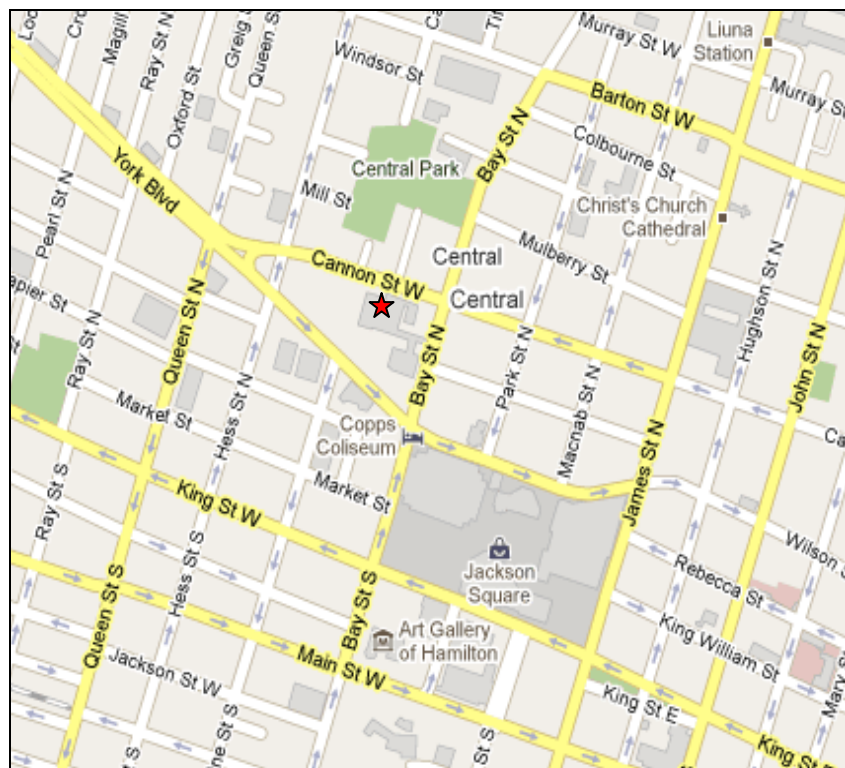
Gym







**SIR JOHN A. MACDONALD SECONDARY**  
**130 YORK BLVD., HAMILTON**  
**8.02 ACRES**



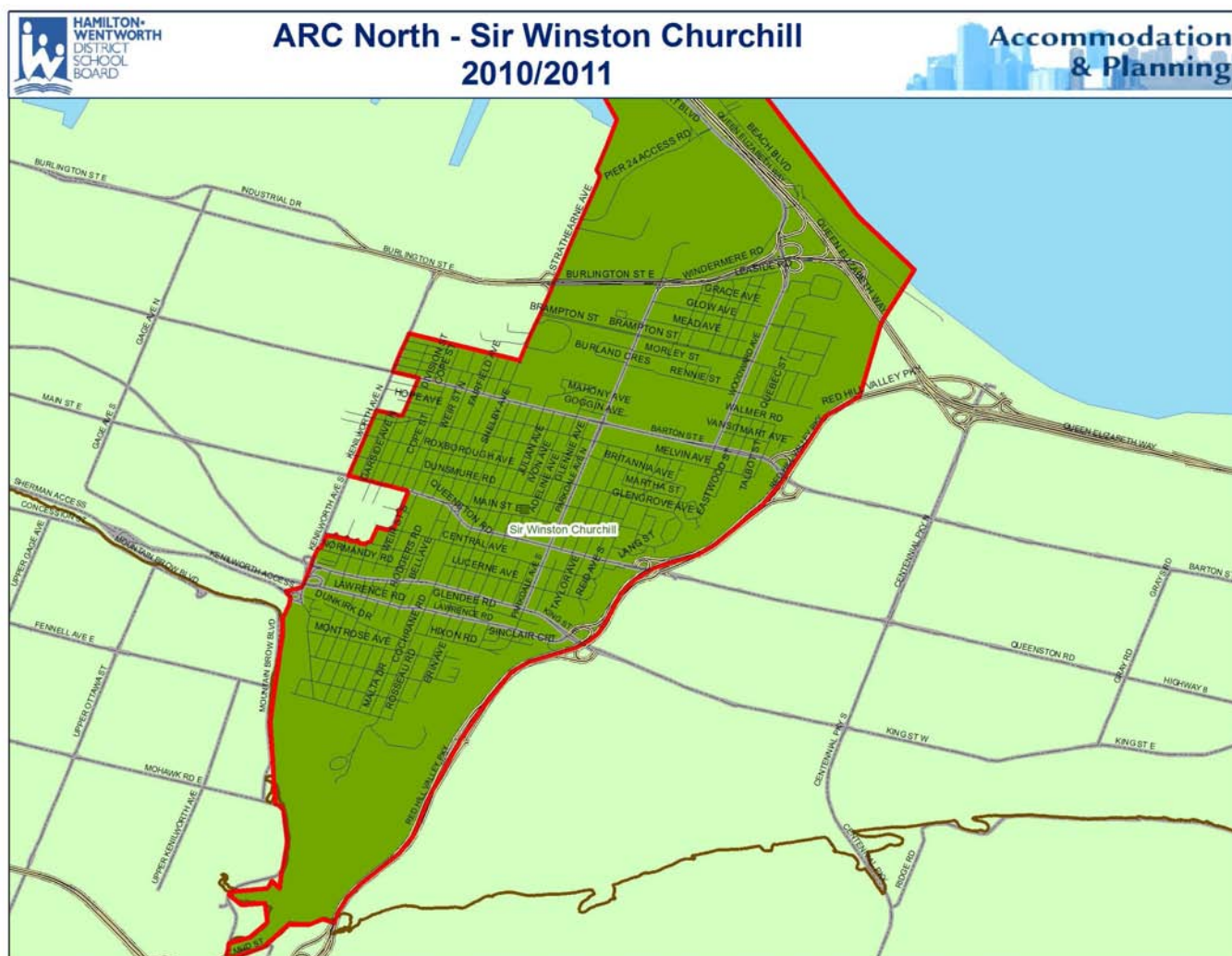
**PROPERTY INFORMATION**

<b>LOCATION</b>	130 York Blvd.
<b>PROPERTY NUMBER</b>	251802012355920
<b>FRONTAGE</b>	770.88 ft. +/-
<b>DEPTH</b>	526 ft. +/-
<b>BLDG. SIZE</b>	211,960 +/- ft <sup>2</sup>
<b>BUILT</b>	1969
<b>ADDITIONS</b>	1970
<b>SITE AREA</b>	8.02 +/- Acres
<b>LEGAL TEXT</b>	Plan 63 Lt 1-6 Survey Crook Lt BLK Cannon, Caroline, York & Bay
<b>MUNICIPALITY</b>	Hamilton
<b>AGREEMENTS</b>	Hamilton Community Energy 26 yr Land Lease with HCE facility





Associated Facilities:  
- Recreation Centre







Courtyard



Rear Field

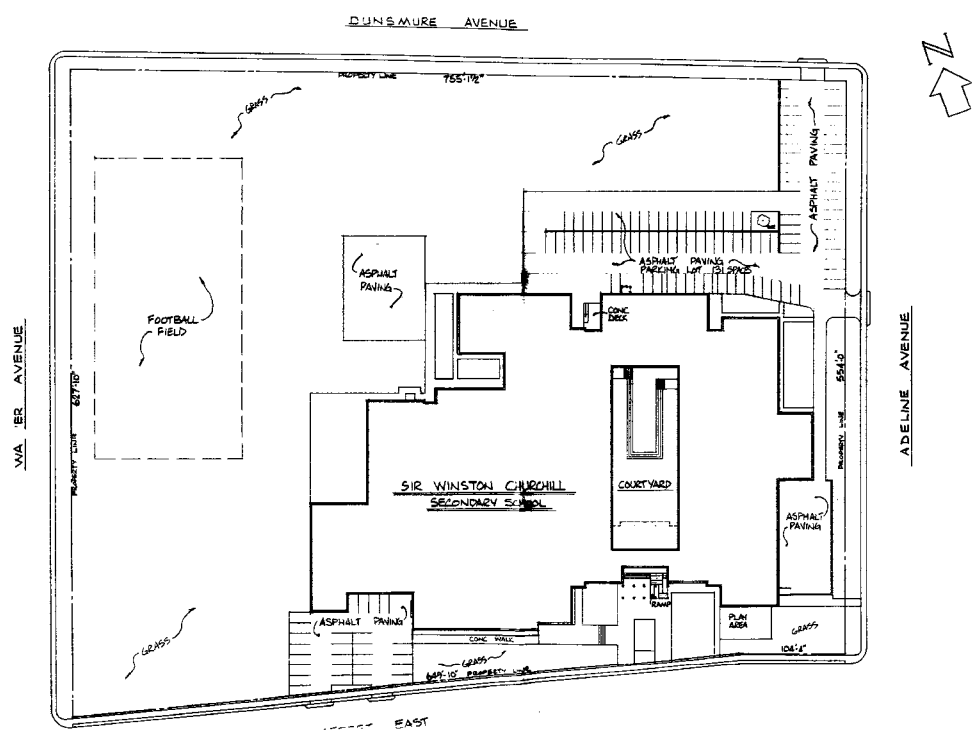


Hallway



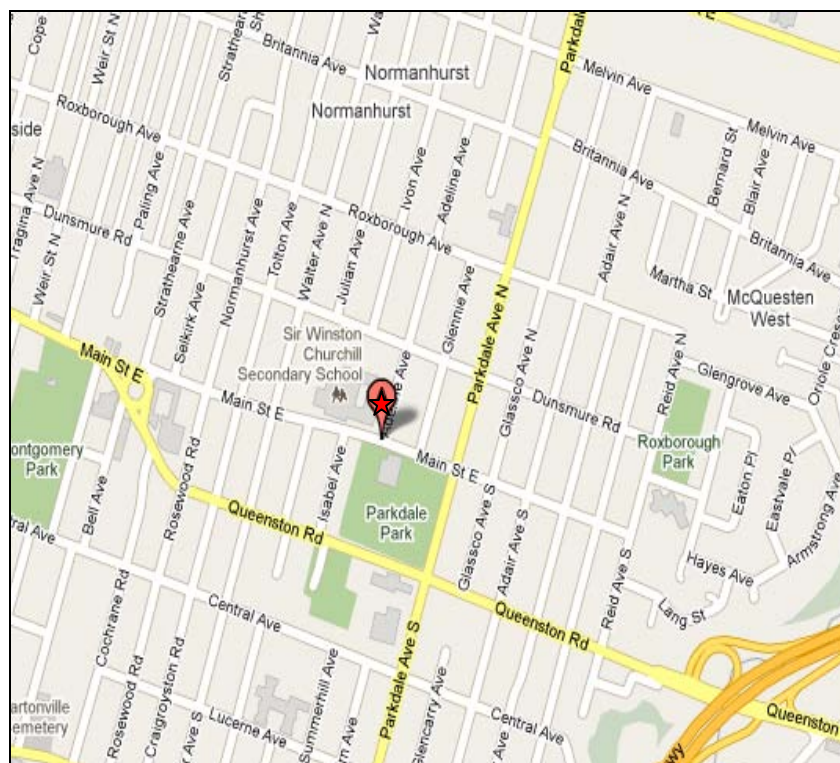
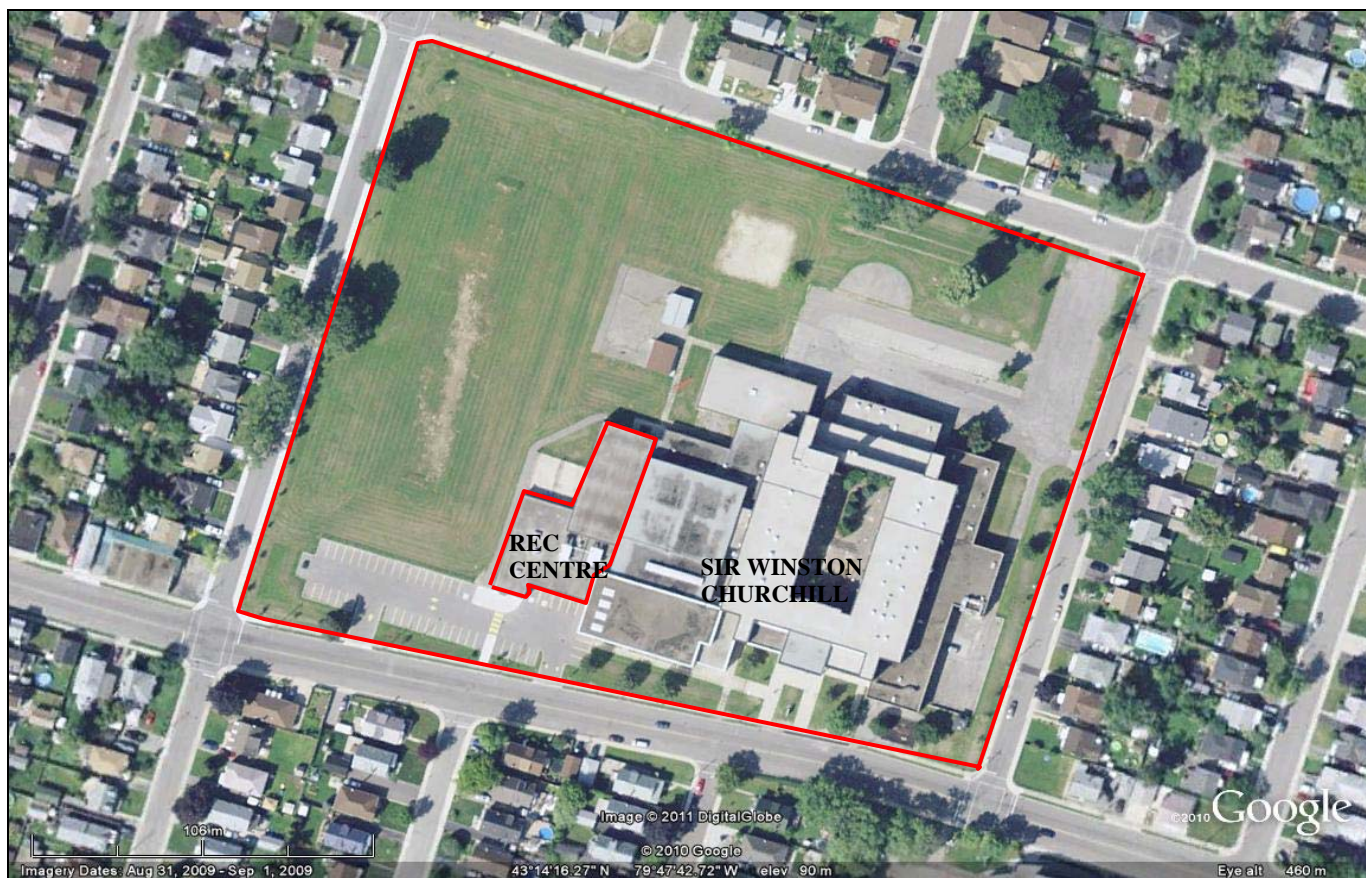
Gym








**SIR WINSTON CHURCHILL  
1715 MAIN ST. E., HAMILTON  
9.84 ACRES**




**PROPERTY INFORMATION**

<b>LOCATION</b>	1715 Main St. E.
<b>PROPERTY NUMBER</b>	251805038105970
<b>FRONTAGE</b>	754.16 ft. +/-
<b>DEPTH</b>	627.83 ft. +/-
<b>BLDG. SIZE</b>	174,475 +/- ft <sup>2</sup>
<b>BUILT</b>	1967
<b>ADDITIONS</b>	None
<b>SITE AREA</b>	9.84 +/- Acres
<b>LEGAL TEXT</b>	Con 2 Pt Lt 33 SLT Ham; Plan 736 Lt 1-15; Lt 33-41; Lt 74-86
<b>MUNICIPALITY</b>	Hamilton
<b>AGREEMENTS</b>	City owned Rec Centre adjoins school bldg. 10 yr Easement for City to access Rec Centre






*Secondary Accommodation  
Review Committee*




**Secondary Pupil Accommodation Review Committee – North**  
**North ARC Accommodation Option**  
**Prepared by Board Administration**

North ARC - Working Group Meeting #2  
February 1, 2011



*Secondary Accommodation  
Review Committee*



**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**

**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

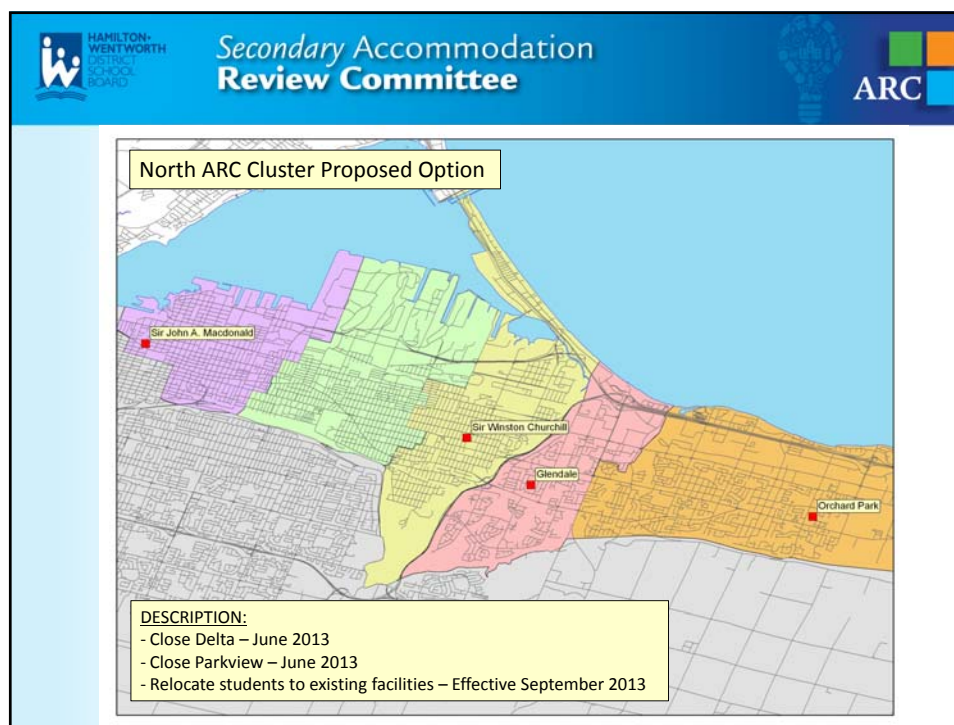
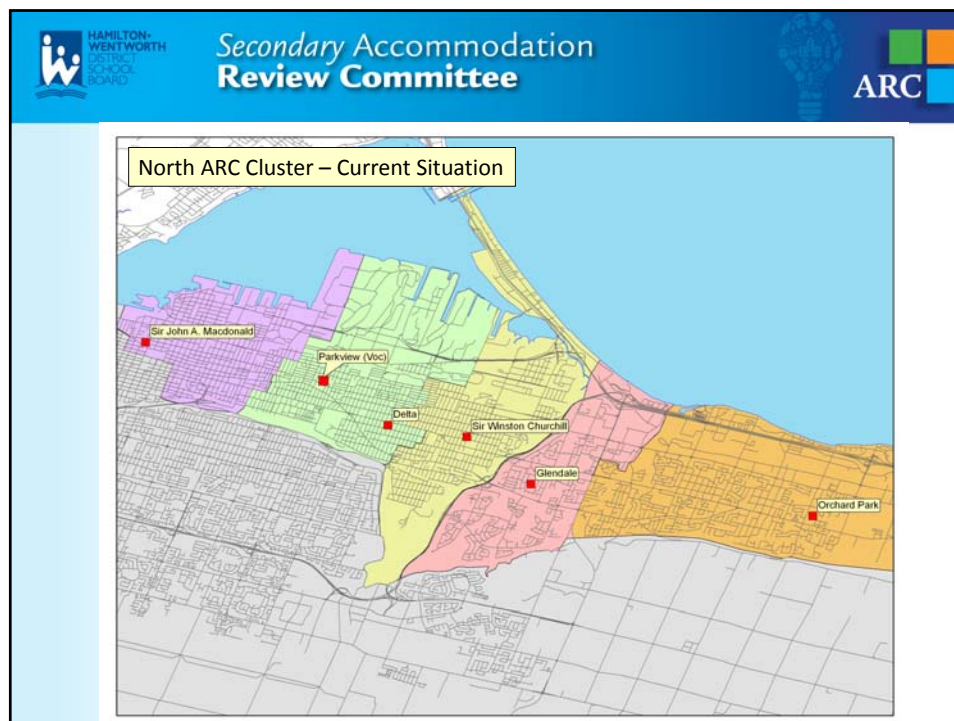
*Secondary Accommodation*  
**Review Committee**

**Current Situation:**



	<b>2009 OTG</b>	<b>2009/10 (Enrolment/ Utilization)</b>	<b>2015/16 (Enrolment/ Utilization)</b>	<b>2020/21 (Enrolment/ Utilization)</b>	<b>Current FCI</b>	<b>10 YR FCI</b>
Delta	1,431	825 (56%)	640 (44%)	640 (44%)	22%	57%
Glendale	1,122	926 (82%)	870 (77%)	800 (71%)	18%	38%
Orchard Park	1,290	1,179 (89%)	1,106 (84%)	1,141 (86%)	21%	37%
Parkview	534	274 (50%)	243 (45%)	228 (42%)	33%	53%
Sir John A. Macdonald	1,569	1,115 (69%)	775 (48%)	730 (45%)	41%	55%
Sir Winston Churchill	1,089	1,186 (103%)	999 (86%)	807 (70%)	32%	49%
<b>TOTAL</b>	<b>7,035</b>	<b>5,505 (76%)</b>	<b>4,633 (64%)</b>	<b>4,346 (60%)</b>		

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












 <b>Secondary Accommodation Review Committee</b> 								
Current Situation					Proposed Option			
	2009 OTG	2013/14 (Enrolment/ Utilization)	2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)	2013 OTG	2013/14 (Enrolment/ Utilization)	2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)
Delta	1,431	694 (49%)	640 (44%)	640 (44%)	-	-	-	-
Glendale	1,122	877 (78%)	870 (77%)	800 (71%)	1,122	1,157 (103%)	1,123 (100%)	1,009 (90%)
Orchard Park	1,290	1,069 (83%)	1,106 (84%)	1,141 (86%)	1,290	1,080 (84%)	1,117 (86%)	1,151 (89%)
Parkview	534	251 (47%)	243 (45%)	228 (42%)	-	-	-	-
Sir John A. Macdonald	1,569	908 (58%)	775 (48%)	730 (45%)	1,569	1,452 (93%)	1,283 (82%)	1,230 (78%)
Sir Winston Churchill	1,089	1,118 (103%)	999 (86%)	807 (70%)	1,089	1,228 (113%)	1,111 (102%)	956 (88%)
<b>TOTAL</b>	<b>7,035</b>	<b>4,917 (70%)</b>	<b>4,633 (64%)</b>	<b>4,346 (60%)</b>	<b>5,073</b>	<b>4,917 (97%)</b>	<b>4,633 (91%)</b>	<b>4,346 (86%)</b>

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

 <b>Secondary Accommodation Review Committee</b> 								
<ul style="list-style-type: none"> <li>• Reinvest in remaining facilities to enhance program and learning environments</li> <li>• Funding required to renovate and/ or upgrade the remaining facilities will be addressed through:             <ul style="list-style-type: none"> <li>– Proceeds of disposition from the sale of the Delta and Parkview school sites</li> <li>– Redirection of current renewal funding to fewer facilities</li> </ul> </li> </ul>								





### Summary of Option

- Close Delta and Parkview in June 2013
- Relocate students to existing facilities in September 2013
- Stabilizes long-term enrolments at the remaining facilities
  - Increases the overall utilization rate for these schools from 60% to 86% by year 10
  - Provides opportunities for enhanced programming
- Results in a positive impact on the long-term maintenance, operational and renewal costs of the Board
- Includes upgrades and/or renovations to existing facilities to enhance program and learning environments
  - To be funded primarily through the proceeds of disposition



# Program Strategy

Appendix C-16







# Program Strategy

- Informed by “Education in HWDSB” (formerly “Secondary Education of the Future”)
- Informed by our experience with Programs of Choice, Specialist High Skills Major, and other learning opportunities where students are learning in different ways
- Based on the research related to effective instruction to improve student achievement for all students



# Strategic Directions

Appendix C-16





# Definitions

## Personalized Learning

- ✓ the learner at the centre
- ✓ assessment and instruction tailored to the student

## Pathways

- ✓ a combination of courses that lead to graduation and to a post-secondary destination

## Specialization

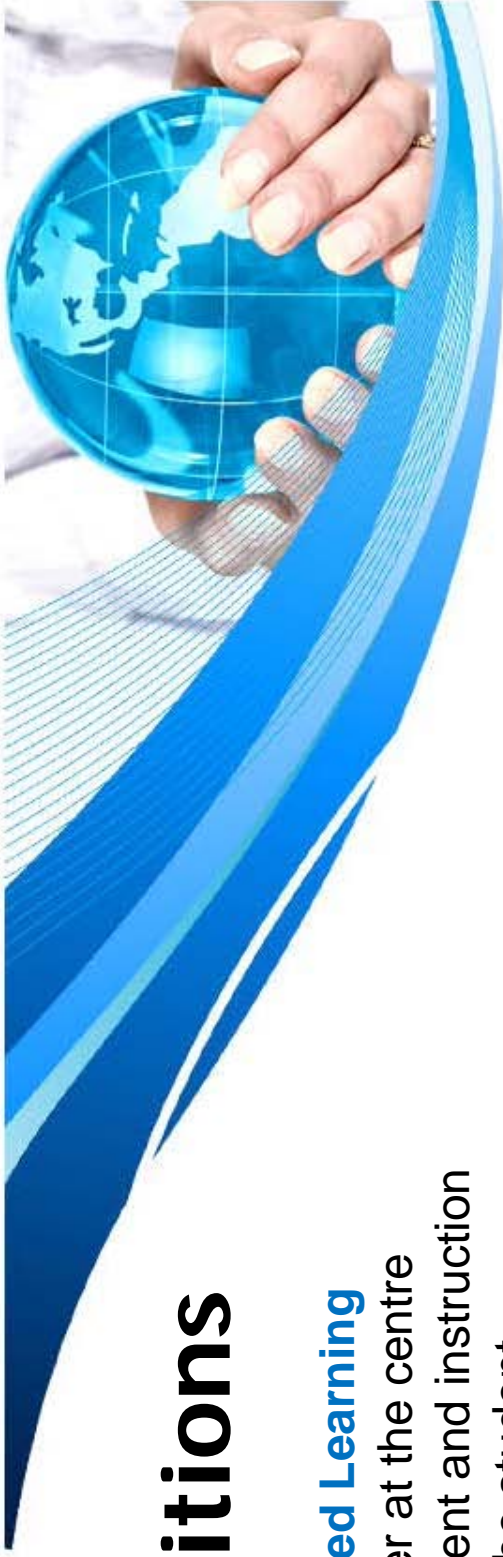
- ✓ programs allowing students to
- ✓ explore their interests, consider their pathways, and tailor their education to satisfy their strengths and needs

## Equity

- ✓ all students have access to programs when and where they need
- ✓ all students participate to the best of their abilities

## Tiered Intervention

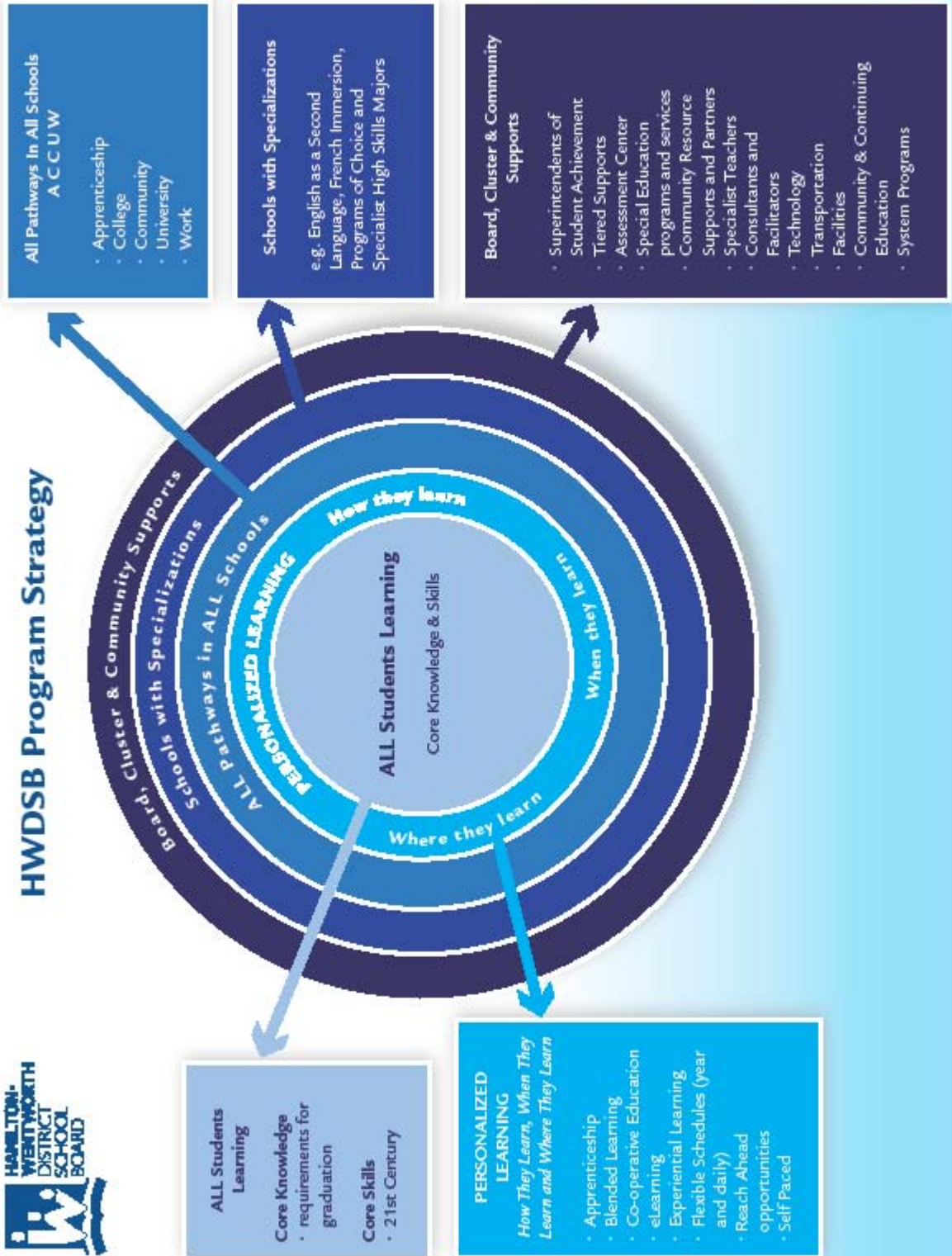
- ✓ meeting the abilities and preferences of students
- ✓ meeting abilities with the best fit in programming
- ✓ adjusting support appropriately for each student







## HWDSB Program Strategy







# All Students Learning / Personalized Learning

## All Students Learning

## Personalized Learning

- Provide students with the core knowledge that they require to graduate
- Provide students with 21<sup>st</sup> Century skills to support them in their pathway of choice
- Differentiate instruction to provide students with choices as to how they learn, when they learn, and where they learn
- Provide a variety of approaches that best suit their learning styles within flexible class settings.





# All Schools / Schools with Specializations

## All Schools

- All schools offer students the opportunity to fulfill the requirements for all pathways

## Specializations

- All schools offer some specializations
- All clusters offer most specializations
- A few specializations offered in one location in the system





# Board, Cluster, and Community Supports

## All Schools

- Provide supports for schools to meet the learning needs of all our students:
  - Special Education Programs and Services
  - System Programs and Services
  - Community and Continuing Education
  - Community Partnerships





# Cluster Programming Examples

Location	Grades 9-10	SHSM (grades 11-12)	Student Support Programs	Other
Offered in all 3 clusters	<ul style="list-style-type: none"> <li>Arts Programming -&gt; e.g., performing, visual arts academies</li> </ul>	<ul style="list-style-type: none"> <li>Arts &amp; Culture</li> </ul>	In each secondary school: <ul style="list-style-type: none"> <li>Student Support Centre</li> <li>Student Alternative Support Centre</li> <li>Comprehensive Support Program</li> </ul> In each cluster: <ul style="list-style-type: none"> <li>Graduated Support Program</li> <li>Specific Support Program</li> <li>Personalized Learning Centre</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Placement (AP) – Gr. 11&amp;12</li> <li>Blended and eLearning</li> <li>ESL/ELL Programming</li> <li>Experiential Learning – Coop, Apprenticeship (OYAP), etc.</li> <li>Focus Programs*</li> <li>French Immersion</li> <li>Reach Ahead Programming</li> <li>Self-Paced Learning</li> <li>Self-Directed Learning</li> </ul>
	<ul style="list-style-type: none"> <li>Business, Multi-media, -&gt; ICT – e.g., DECA, creative communications</li> </ul>	<ul style="list-style-type: none"> <li>Business</li> <li>Information &amp; Communications Technology (ICT)</li> <li>Construction</li> </ul>		
	<ul style="list-style-type: none"> <li>Building from the Ground Up (Construction)</li> </ul>	<ul style="list-style-type: none"> <li>-&gt;</li> </ul>		
	<ul style="list-style-type: none"> <li>Energy/Environmental</li> </ul>	<ul style="list-style-type: none"> <li>-&gt;</li> </ul>		
	<ul style="list-style-type: none"> <li>Sport</li> <li>Fitness &amp; Wellness</li> <li>Social Justice</li> <li>Manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>Energy/Environment / Horticulture</li> <li>Health &amp; Wellness</li> <li>Justice</li> <li>Manufacturing</li> </ul>		
Location	Grade 9-10	SHSM (grades 11-12)	Student Support Programs	Other
Offered in at least 2 clusters	<ul style="list-style-type: none"> <li>Robotics</li> <li>NYAWEH – aboriginal programming</li> </ul>	<ul style="list-style-type: none"> <li>Hospitality (may expand to 3 clusters subject to demand)</li> <li>Non-Profit</li> </ul>		<ul style="list-style-type: none"> <li>International Baccalaureate (IB) – Gr. 11&amp;12</li> </ul>
Location	Grades 9-10	SHSM (grades 11-12)	Student Support Programs	Other
Offered in at least 1 cluster	<ul style="list-style-type: none"> <li>Fashion Industry</li> </ul>	<ul style="list-style-type: none"> <li>Aviation &amp; Aerospace (may expand subject to demand)</li> </ul>	<ul style="list-style-type: none"> <li>Extensive Support Program</li> </ul>	<ul style="list-style-type: none"> <li>Intensive System Support Program</li> </ul>





# Westmount S.S.

- A system school
- Dedicated to self-paced learning
- One of only six schools in the country
- One example of a program in the **few** category

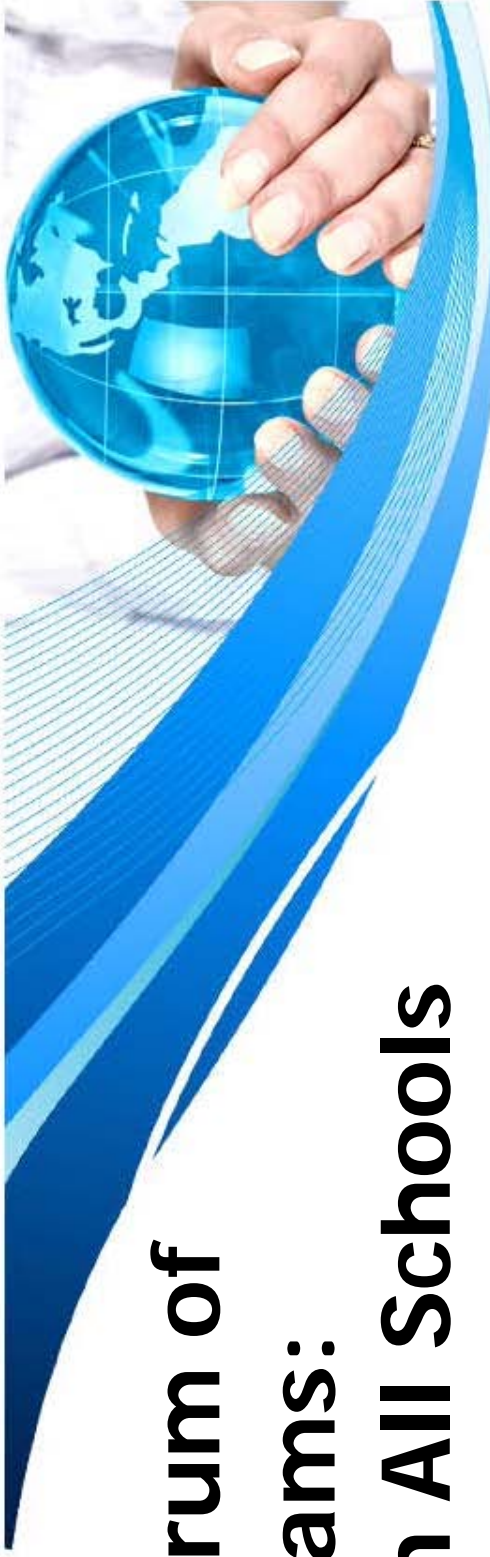




# Tiered Intervention as Personalized Learning

- 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



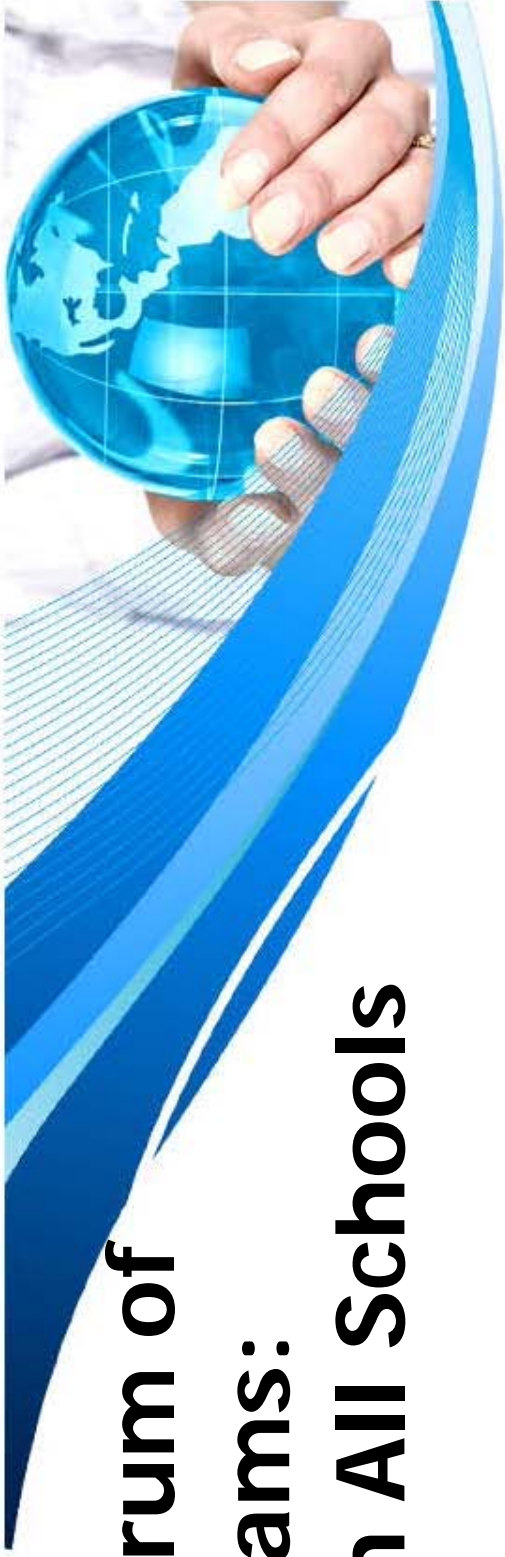


# Spectrum of Programs: In All Schools

Appendix C-16

- [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

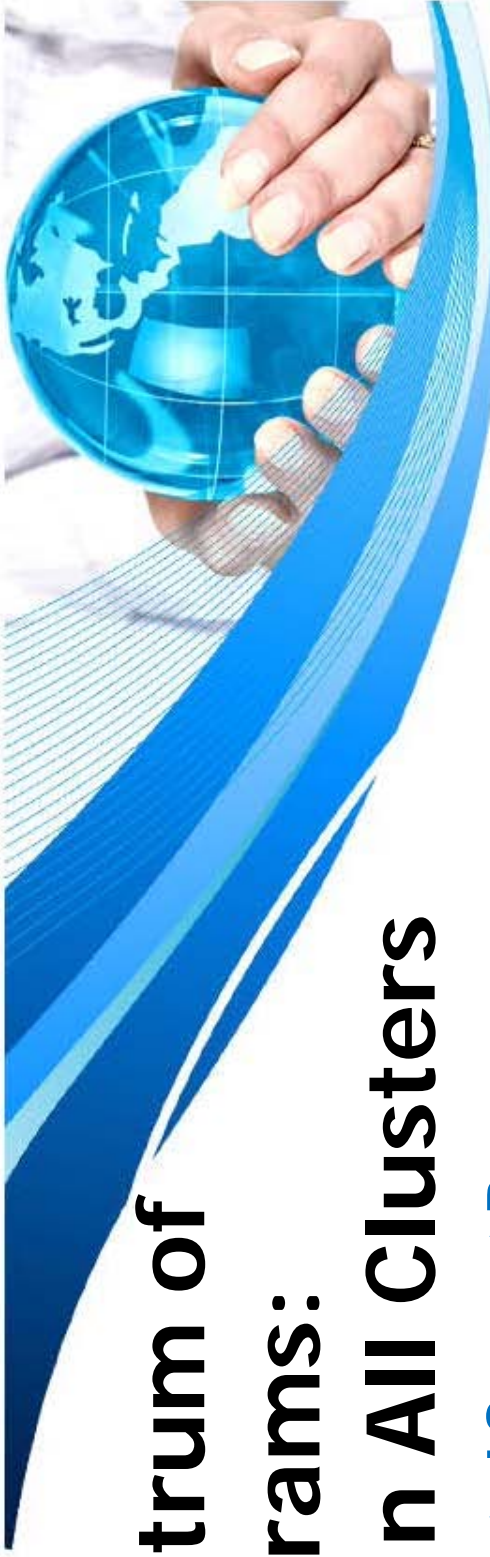




# Spectrum of Programs: In All Schools

- [Comprehensive Support Programs](#)
- Provides targeted support in Literacy and Numeracy
- 2 lines – evidence-based literacy and numeracy programs
- 2 lines – personal, student-specific course selections
- Students participate in grades 9 and 10
- Grades 11 and 12: personalized to facilitate connections to appropriate programs (ex., Specialist High Skills Majors pathways)

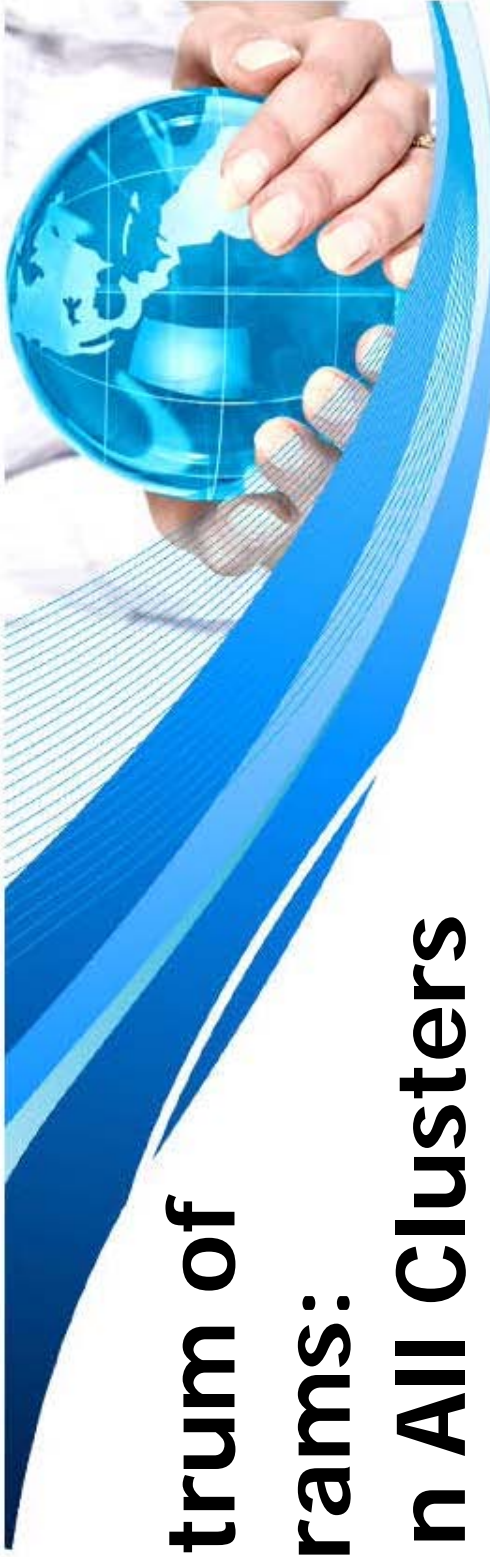




# Spectrum of Programs: In All Clusters

- Graduated Support Program
- 2 parts: **Personalized Support Program** (4 year program) and **Transition Support Program** (maximum 3 year program)
- **Personalized program**: Solidify functional skills in literacy and numeracy; life skills; independence skills; participate in the school community
- **Transition program**: Planned transition to the community; focus on skills determined by transition plan; integration into the community through co-op / work experience placements





# Spectrum of Programs: In All Clusters

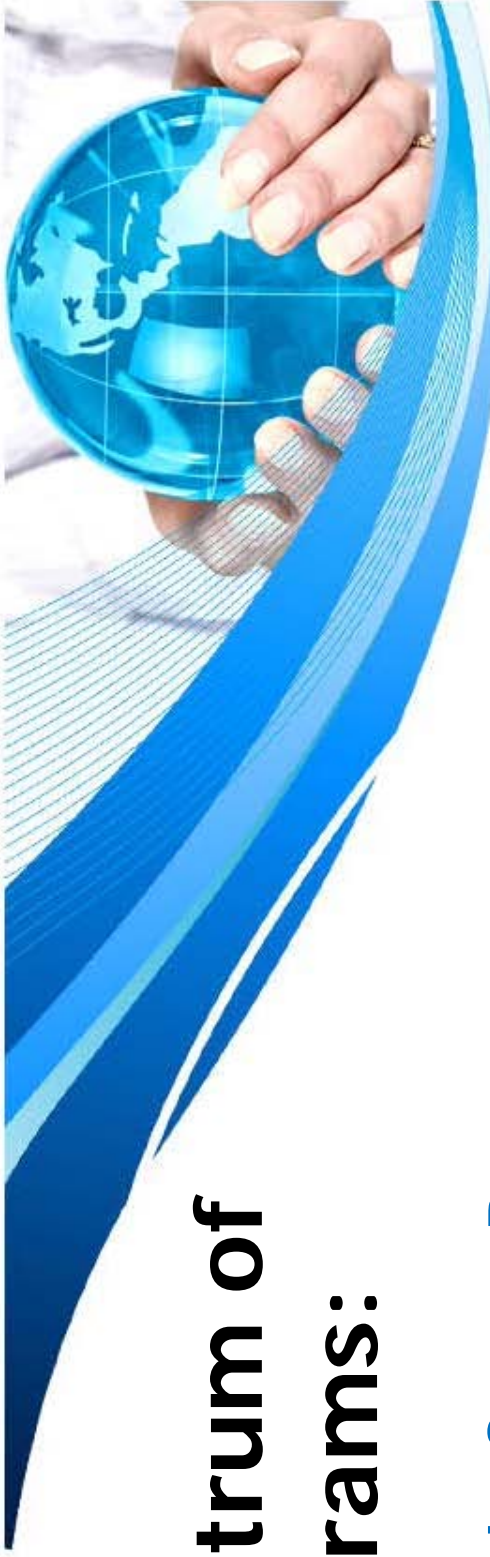
- [Specific Support](#)

- 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





# Spectrum of Programs:

- [Extensive Support Program](#)
- Provides targeted support to students requiring extensive and/or continuous support and supervision
- Provides intensive, continuous, and individualized support
- [Intensive System Support Programs](#)
- Provides support for students in unique where none of the existing programs will meet the unique needs of the student, such that an individualized solution must be explored and developed



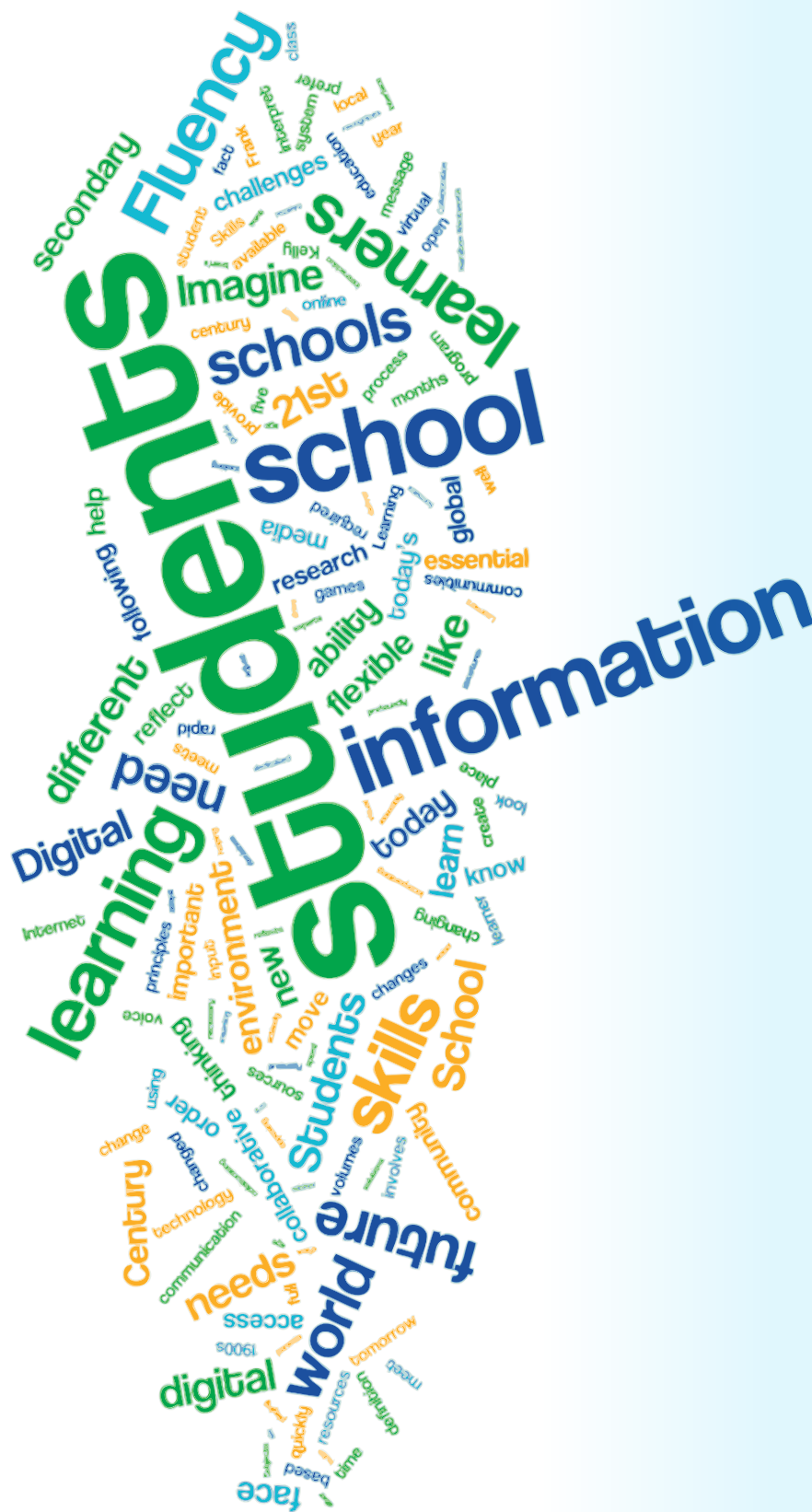
**HWDSB Secondary Cluster Programming**

Note: This is an example of how specialized and focus courses in Grades 9 and 10 could lead to SHSMs in Grades 11 and 12, and is subject to modification based on various factors such as student interest, cost, enrolment, etc. It is also an example of potential program placement (i.e., in all clusters, in 2 clusters, in 1 cluster).

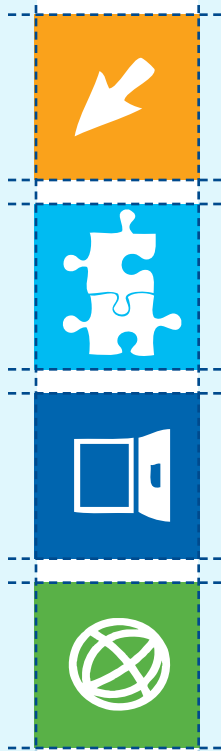
Location	Grades 9-10	SHSM (grades 11-12)	Student Support Programs	Other
Offered in all 3 clusters	<ul style="list-style-type: none"> <li>Arts Programming – e.g., performing, visual arts academies</li> <li>Business, Multi-media, ICT – e.g., DECA, creative communications</li> <li>Building from the Ground Up (Construction)</li> <li>Energy/Environmental</li> <li>Sport Academy</li> <li>Fitness &amp; Wellness</li> <li>Hockey Skills Academy</li> <li>Basketball Academy</li> <li>Social Justice</li> <li>Manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>Arts &amp; Culture</li> <li>Business</li> <li>Information &amp; Communications Technology (ICT)</li> <li>Construction</li> <li>Energy/Environment/Horticulture</li> <li>Health &amp; Wellness</li> <li>Justice</li> <li>Manufacturing</li> </ul>	<p>In each secondary school:</p> <ul style="list-style-type: none"> <li>Student Support Centre</li> <li>Student Alternative Support Centre</li> <li>Comprehensive Support Program</li> </ul> <p>In each cluster:</p> <ul style="list-style-type: none"> <li>Graduated Support Program</li> <li>Specific Support Program</li> <li>Personalized Learning Centre</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Placement (AP) – Gr. 11&amp;12</li> <li>Blended and eLearning</li> <li>ESL/ELL Programming</li> <li>Experiential Learning – Coop, Apprenticeship (OYAP), etc.</li> <li>Focus Programs*</li> <li>French Immersion</li> <li>Reach Ahead Programming</li> <li>Self-Paced Learning</li> <li>Self-Directed Learning</li> </ul>
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	Grades 9-10	SHSM (grades 11-12)	Student Support Programs	Other
Offered in at least 1 cluster	<ul style="list-style-type: none"> <li>Fashion Industry</li> </ul>	<ul style="list-style-type: none"> <li>Aviation &amp; Aerospace (may expand subject to demand)</li> </ul>	<ul style="list-style-type: none"> <li>Extensive Support Program</li> </ul>	<ul style="list-style-type: none"> <li>Intensive System Support Program</li> </ul>

\*Focus programs may be designed and delivered at a local school level to enhance the level of student engagement and to meet specific interests and needs of a targeted group of students. These programs may also lead to specialized program pathways and SHSMs at all destinations beyond graduation.





# Education in HWDSB











## ***What does a school look like today?***

## ***What should it look like in 10 years, 20 years or even 50 years from now?***

Those are the questions Hamilton-Wentworth District School Board has been asking. Over the past two years, hundreds of staff, students and community members have been involved in looking at the future of education in Hamilton, to find the answer.

We want to ensure our students are prepared for the world today as well as a future we haven't even thought of yet. With our economy shifting beyond our city, province and country, we need to redefine education for the 21<sup>st</sup> century.



## Why change our schools?

If you've been in a classroom lately, you might notice that in many ways it's not much different than when you, your parents or your grandparents went to school. If asked to provide a definition of school, most of us would probably give the same answer:

*"It's a place where we go for six hours a day, 10 months of the year and learn subjects like math, English, science and history. Subjects are taught by different teachers who are experts in the area. Students move from class to class at the sound of a bell, and desks are set up in rows."*

Sound familiar? That's because it is. It's been the same system for nearly a century. Our school today is based on an industrial model from the 1900s. Much like a car on an assembly line, the idea was to graduate students who could enter the workforce with the same skills. Even the current, 10-month school calendar dates from a time when youth were needed in the summer to help harvest crops.

The world has changed since the 1900s and so have our students. Students live in a digital age where information, communication and experiences move at lightning speed. In fact, students are profoundly different than those who graduated even 10 to 15 years ago. Mass exposure to rapid visual and textual information has changed how students process information. Challenging and redefining our definition of school is required to meet the needs of our students today and tomorrow.







## did you know?

*“We cannot carry on preparing students for the farms and factories of yesterday while the world jumps to light speed with biotechnology, nanotechnology, neuro-technology, global highspeed and wireless networks, and incredibly powerful personal portable devices. Schools must prepare kids for the world of tomorrow – the world where they will spend most of their lives.” (Kelley, 2008)*



## What does the research show?

Students entering secondary school today don't remember a world without the Internet. In fact, they've attained skills playing video games, using cellphones and surfing the Internet. These students are called digital learners and today's learners, facing a changing world, demand something different from their education. Research can guide us in helping make some of these important decisions.

We know, for example, that today's learners prefer to access information quickly from multiple media sources and to network with each other simultaneously. They are more skilled in multi-tasking. They learn "just in time." (21<sup>st</sup> Century Fluency Series)

*The Future of Learning Institutions in a Digital Age* outlines the following five key principles when rethinking the future of schools (Goldberg, 2009):

- **Self-learning** – Digital learners are more self-directed and prefer receiving information quickly, as well as engaging in active learning.
- **Horizontal structures of learning** – Given the volumes of information available, the focus has shifted from finding information to finding reliable sources. Critical-thinking skills are required for this task.
- **Moving from presumed authority** – There is a move from a single expert on a subject to a collaborative learning environment. Learners need to know how to take turns speaking, posing questions, and listening to others.
- **Networked learning** – Students are comfortable using collaborative problem solving to accomplish tasks, as they would in online games. There is an acceptance and appreciation of collaborative knowledge-sharing platforms like Wikipedia.
- **Learning is lifelong** – With the world changing at a rapid rate, learners need to be adaptable and flexible to adjust to new situations and challenges.



In *Teaching the Digital Generation: No More Cookie-Cutter High Schools*, Kelly attributes the change in today's learner to new discoveries in brain research. This is the brain's ability to reorganize how it processes information based on new input. Digital generation students are being exposed to new kinds of input on a daily basis and their brains are reorganizing as a result (Kelly, 2008).

The author of *Grown Up Digital*, Don Tapscott, suggests that technology changes how students learn. Students need to actively engage in a topic rather than passively receive information. Educators and school systems need to reflect on the changes in order to connect students with their futures.

“ We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet. ”





## *What will a school of the future look like?*

If research tells us that our schools should be adapting to a different type of learner, then what should our school environment look like to reflect our students?

We believe our schools should adopt the following principles:

### **School operating structure is flexible and meets the needs of all learners.**

What that means is the learning that takes place in schools reflects that students think, learn and socialize through a natural interface with technology. Students and staff create a flexible learning environment that meets their needs, challenges their intellect and encourages local and global collaboration.

### **School program recognizes the 21<sup>st</sup>-century fluencies that our global economy requires.**

We will provide our students today with the skills of tomorrow. In order to do that, we need to ensure our students are equipped with the essential critical-thinking skills required for living in this multimedia world. There are five fluencies that will help students master and thrive in the digital landscape.

### **Student voice is acknowledged and student needs drive the program**

We want all learners to have equitable access to programs that meet their abilities, learning styles, interests, aspirations, career paths and that reflect student voice in where, when and how learning occurs.

### **School is supported appropriately by all members of the community**

School communities exist beyond school walls. They are increasingly defined by the population inside and outside of the building - local and global, face to face, and virtual. For students, learning is social in nature and interaction with all communities is essential.



# 21<sup>st</sup>-century Fluencies

At HWDSB, we know that 21<sup>st</sup>-century fluency skills are important to our learners. That's why we've begun incorporating these skills into our classrooms across the system. The 21<sup>st</sup>-century fluency skills are a compilation of the future skills necessary for our students to meet the needs of society and employment in the 21<sup>st</sup> century. They help define the ways of thinking and acting that all our graduates will need to support their readiness in an ever-changing world. These skills include the following:

- **Solution Fluency** is the ability to be flexible and willing to alter the chosen path by being open to opposing ideas before working to a solution.
- **Information Fluency** is the ability to unconsciously interpret information in all forms and formats, in order to extract the essential knowledge. This involves both face-to-face and digital communication.
- **Creativity Fluency** is the process of adding meaning through design, art and storytelling.
- **Media Fluency** involves looking analytically at media to interpret the message as well as determining the most appropriate media to deliver a message.
- **Collaboration Fluency** is the ability to work co-operatively with virtual and real partners in an online environment to create original digital products.





## How are we going to get there?

We're reviewing schools and have developed a high-level plan that begins to reimagine the way HWDSB offers programs and provides facilities to best meet the needs of students.

The Program Strategy strives to reconcile various aspects of education at HWDSB: the core knowledge all students need; the personalized learning that supports this; the pathways students can select; the schools with specializations students can choose; and the Board, cluster and community supports to help students achieve their goals.

Our focus is to ensure all that all students will achieve because they have access to engaging programs and learning environments that honour their interests and needs. Basically, we're rethinking what we offer, where we offer it and how we can help all students achieve their full potential in our schools.

## What does this mean for students?

All students will have access to all pathways – university, college, apprenticeship, workplace and community - beyond graduation. To ensure equity, HWDSB may need to expand offerings through new sites, eLearning or through a revised transportation policy so students can get to the programs they select.

For example, each secondary school would provide all of the programs that a student needs for graduation. Each cluster of schools may also offer specialty programs such as French Immersion or Manufacturing. That way, students may choose their closest school or the school that offers a particular program. A few programs in HWDSB will only be at one site, serving students with unique abilities or who want a particular delivery model.

## Are we teaching our students differently?

We're using a tiered model to meet the abilities and preferences of students.

This asks the questions: What do all students need? What do some students need? What do a few students need? Then, it involves meeting these abilities with the best fit in programming.

For example, all students need effective classroom instruction. Some students require small-group work in addition to effective classroom instruction. A few students require one-on-one work with a specialist, small-group work as well as effective classroom instruction to reach their full potential.

This is about knowing our students, and meeting their abilities with the right level of support.



e-learning

pathways

engaging programs

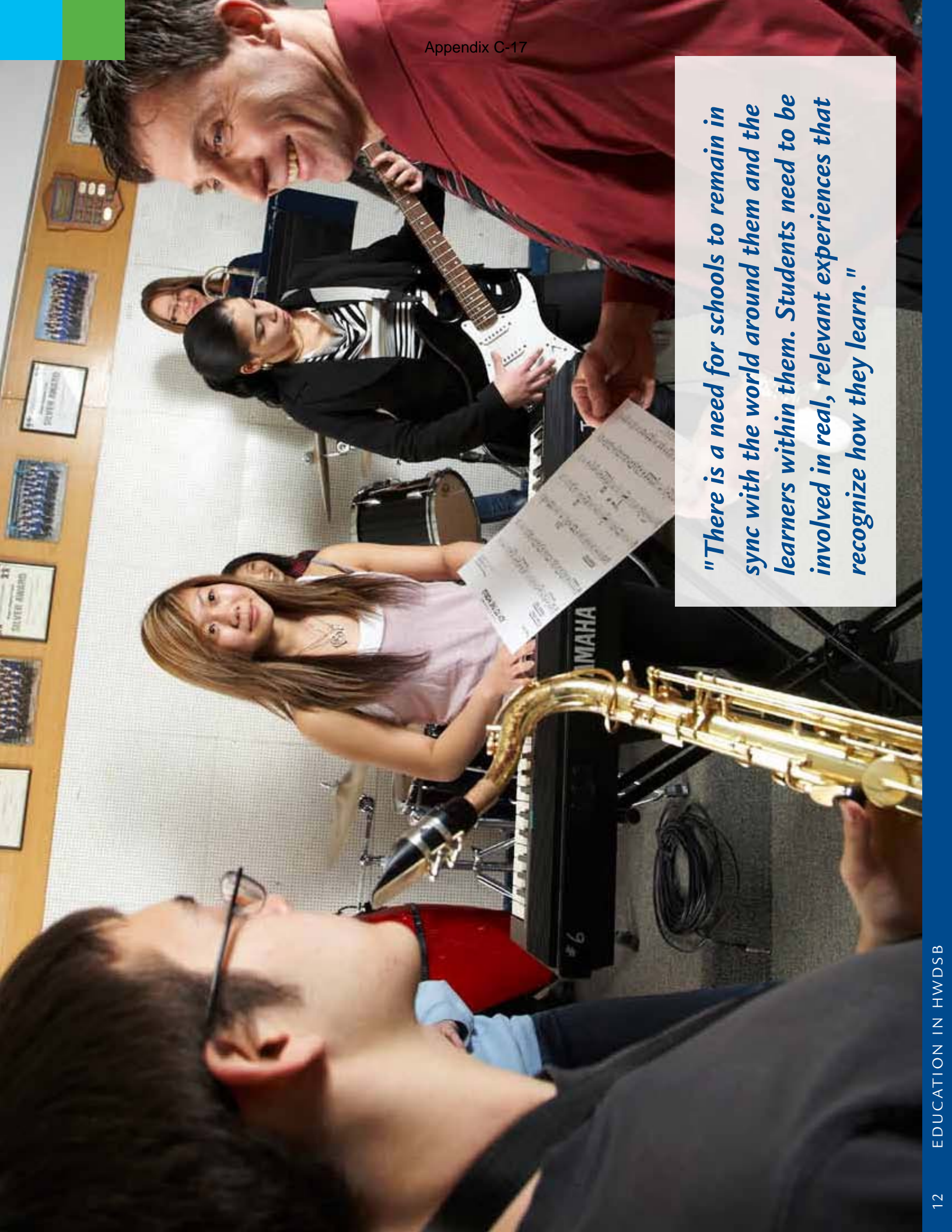




“ Our learners don’t just compete with graduates from Burlington and Niagara for jobs, but must face candidates from Mumbai and Beijing. Dramatic changes are necessary, if we can hope to equip our learners with the skill set necessary to compete in a global economy. ”  
(People for Education, 2009)



*"There is a need for schools to remain in sync with the world around them and the learners within them. Students need to be involved in real, relevant experiences that recognize how they learn."*





## Glossary

**21<sup>st</sup>-century Fluencies:** Work to develop exceptional resources to keep learning relevant in the 21<sup>st</sup> century, to respond to how today's students learn and to prepare them for an uncertain future. The five fluencies include solution (problem solving/adaptability), information (communication/analysis), creativity (innovation/artistic), media (critical thinking/literacy) and collaboration fluency (teamwork/self-awareness/global citizenship).

**eLearning:** Learning facilitated by the use of digital tools and content, typically involving interactivity, which may include online interaction between the learner and their teacher or peers.

**Equity:** This is the foundation for improving student achievement and ensures all students have access to programs when and where they need them, and where all students participate to the best of their abilities.

**Pathways:** A combination of courses that lead to graduation and to a post-secondary destination, which may include options such as apprenticeship, college, university, community or the workplace.

**Personalized Learning:** Education that places the learner at the centre and provides assessment and instruction that is tailored to a student's particular learning and motivational needs.

**Program Strategy:** A strategy at HWDSB that reimagines the way that the Board offers programs and provides facilities to best meet the needs of students. It reconciles the core knowledge all students need, personalized learning, pathways, schools with specializations, as well as Board cluster and community supports.

**Speciality Programs:** Programming that acknowledges that each student is unique in his or her learning. In addition to the programming offered at neighbourhood schools, alternative programs focus on sports, academics, science, arts and languages. These allow students to explore their interests, consider their pathways, and tailor their education to satisfy their strengths and needs.

**Tiered Model:** A method used to meet the abilities and preferences of students by asking the questions: What do all students need? What do some students need? What do a few students need? Then, it involves meeting these abilities with the best fit in programming. The level of support or programming adjusts appropriately for each student.

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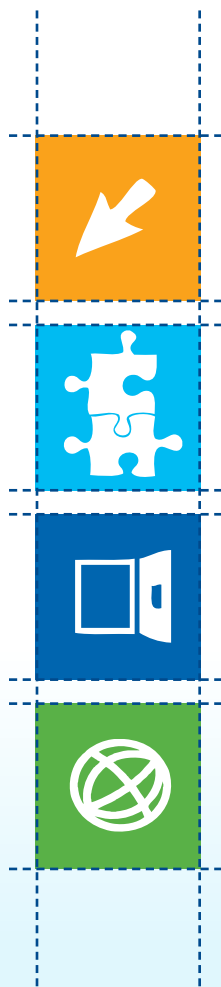
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The future is uncertain, full of challenges but also full of promise. This may be the best way to view the future of our schools – a project that Hamilton-Wentworth District School Board has dedicated itself to exploring.

We know schools need to be flexible to meet the needs of all learners, must offer programs that teach 21<sup>st</sup>-century fluency skills, must use student voice to drive program, must be supported by the community, and must be well-designed and well-maintained.

By revisiting how we deliver education, we can continue to foster achievement by preparing all students to be ready for success in their chosen pathway. It will also lead to high levels of student engagement because we're listening to our students and their interests and building equity by making sure all our students receive the appropriate programming and support to reach their full potential.

***Imagine a school of the future – and what it could do for our students.***

***Our commitment is to create these schools now.***





# today's learner is different

“ Schools are centres for social life. Greater efforts must be made to ensure each student has an opportunity to engage in both the curricular and co-curricular life of the school. There needs to be as much resource put into engaging all students as has traditionally been allocated to the elite academic, athlete, musician, artist or drama major. All students need a sense of self-worth and a strong sense of belonging. ”





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## North ARC Committee - School Tour

### Saturday March 26, 2011

#### Tour Schedule

ARC Members arrive (Sir John A. MacDonald)	8:30 AM
Tour (Sir J.A MacDonald) School	8:45 – 9:30
Depart by Bus	9:30
Arrive (Parkview) School	9:45 – 10:30
Depart	10:30
Arrive (Delta) School	10:45-11:30
Depart	11:30
Arrive (Sir Winston Churchill) School	11:45
<b>Lunch</b>	11:45 – 12:15 Boxed Lunch Provided
Tour (Sir Winston Churchill) School	12:15 – 1:00 PM
Depart	1:00
Arrive (Glendale) School	1:15 – 2:00
Depart	2:00
Arrive (Orchard Park) School	2:15-3:00
Depart by bus to Sir. J.A. MacDonald	3:00
ARC Members Depart	3:30 PM

**Typical School Tour:** *(modification as required / school) = 45 minutes*

- site walk around
- school offices
- auditorium (if applicable)
- science lab
- library
- rec. centre
- entry via Main Entrance / Other
- gymnasium
- typical classroom
- shops
- cafeteria
- daycare



**North Accommodation Review Committee (ARC)  
Public Meeting  
February 22, 2011  
6:00 pm**

**Sir John A. Macdonald Secondary School  
AGENDA**

- 1. Welcome and Introductions**
- 2. Review of Meeting Format and Procedures**
- 3. Presentation – Accommodation Review Overview**  
**Ken Bain, Associate Director of Education**
- 4. Questions/comments from the public**



**North Accommodation Review Committee Meeting**

**Sir John A Macdonald Secondary School**

**February 22, 2011**

**Public Meeting #1**

**Minutes**

**ATTENDANCE:**

**Committee Members**

*Chair – Vicki Corcoran*

*Voting Members – Jayne Bentley, Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Jane Henry, Rick Kunc, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Jane Withers*

*Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Chad Collins, Glenn Cooke, Geoff Coombs, Mark Currie, Rich Gelder, Bob Pratt, Pam Reinholdt, Pat Rocco, Tim Simmons, Todd White*

**Regrets**

*Voting Members – Marie Jackson, Barb Wachner*

*Non-Voting Members – Jason Farr, Eileen Griffett, Bernie Morelli, Don Pente, Michael Root, Sharon Slater*

**Resource Staff**

*Daniel Del Bianco, Steve Stirling, Jim Wibberley, Michael Slee, Don Hall, Kevin Morton, Ellen Warling*

**Recording Secretary**

*Tracy McKillop (formerly Skinner)*

- 1. Welcome and Introductions** – Superintendent Vicki Corcoran called the meeting to order at 6:10 p.m. Superintendent Corcoran commenced the meeting by introducing the members of the committee. She shared that the ARC Committee is made up of parents, community representatives, Principals, school staff, student representatives, Trustees, Ward Councillors, and Superintendents.
- 2. Chair's Opening Remarks** – Superintendent Corcoran informed the audience that the Board of Trustees approved the formation of three secondary accommodation review committees – South, North and West. All but three schools of the Hamilton-Wentworth District School Board were included in these reviews. The schools that were not included are Waterdown, Westmount and Saltfleet. These schools were not included because their enrolments are larger than their capacity.



The Chair indicated that there are a number of reasons why the Board approved these accommodation reviews but essentially it is because the Board faces challenges on three major fronts:

- The world is changing and changing quickly. Our students are changing as well. They learn differently and they engage differently. We must ensure that our schools, now and in the future deliver the relevant and engaging programs our students need and deserve.
- Like almost all Boards in this province we are faced with declining enrolment. Declining enrolment is a demographic reality across Ontario. This has resulted in a number of our schools having a great deal of excess space or capacity. This excess space is costly to the Board.
- Many of our secondary schools are at the point where they will require costly upgrading and renewal because of their age. In addition we must adapt the physical space to deliver new and innovative programs.

The Chair stated that an overview of some of the information that the committee had received so far would be shared, however, he stated that the real reason for the meeting was for the ARC Committee members to hear the public's thoughts, questions and concerns.

### **3. Presentations**

**Overview of the Accommodation Review Process** – Mr. Del Bianco began the evening presentation explaining why there was a public meeting. The reason for the public meeting is:

- To provide an overview of the ARC Process
- To present the recommendation prepared by the Board Staff
- Address any questions related to the ARC process and School Information Profiles (SIP)
- Provide input to the ARC members to assist them in developing their own options

Mr. Del Bianco provided a brief overview of the ARC process. This was an abbreviated version of what had been presented to the ARC Committee. The major purpose of the ARC is to prepare a report for the Board of Trustees with the ARC Committee's recommendation. The Board of Trustees will not make any decisions until they have considered the recommendations from both the ARC Committee as well as the Board's recommendation. Mr. Del Bianco showed a slide of the purpose of the future public meetings and an outline of what will be discussed at those public meetings.

For a look at the full presentation of the Accommodation Review Process please see the ARC web site at:

<http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Overview-of-the-ARC-Process-North1.pdf>

To see the slide presentation shown at the Public Meeting held on February 22, 2011 please see the Arc web

site at: [http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NorthARC\\_Public\\_Meeting1\\_Final.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NorthARC_Public_Meeting1_Final.pdf)

**School information Profiles (SIP)** -Mr. Del Bianco showed an example of the School Information Profiles (SIP) and explained that it contains 21 sections and 182 items for the ARC Committee to review. The entire SIP is located on the ARC web site at: [http://www.hwdsb.on.ca/arc/wp-content/uploads/2010/11/North\\_forBinder2.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2010/11/North_forBinder2.pdf)

**Accessing ARC Information** - All of the meetings are open to the public and all of the information that is presented to the ARC Committee is listed on the web site at [www.hwdsb.on.ca/arc](http://www.hwdsb.on.ca/arc)



***Why an Accommodation Review*** – Associate Director Bain informed the audience that the Ministry policy requires Senior Administration to provide their recommendation to the ARC and the public during the ARC process. There is no stipulation as to when the recommendation is to be presented however HWDSB's Senior Administration team felt that they would share it early in the process. He shared that this is a point in time recommendation. Associate Director Bain stated that HWDSB currently has 2,600 extra seats within the secondary schools. The Board is funded on a per student basis and not by the facility and they receive the same amount of funding regardless of the number of buildings that the Board operates. At the moment there is approximately \$160 million in outstanding renewal needs in the secondary schools. Associate Director Bain then went on to say that change is required that the status quo is no longer an option. If HWDSB has the right number of buildings then they believe that they can deliver exceptional education for the students in well resourced schools. HWDSB will be able to deliver programming in the 21<sup>st</sup> century – Please see the web site for more information at: <http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Education-for-the-21st-Century-North1.pdf>

HWDSB will also have access to engaging programs and learning environments – Please see the web site for more information at: [http://www.hwdsb.on.ca/arc/?page\\_id=229](http://www.hwdsb.on.ca/arc/?page_id=229)

Associate Director Bain stated that our students learn differently today and are experiencing a different world. This process will provide more opportunities for the students. It will allow them to have access to more pathways and more chances for success beyond graduation.

If we can combine some of the schools and increase enrolment then larger Secondary School environments can mean the following for students:

#### **Program Benefits**

- 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 – therefore spreading the funding over fewer schools allows for greater benefits
- Renewal – removing those schools with high renewal needs would allow the Board to reallocate those funds to the remaining schools.

Associate Director Bain showed a chart which outlined the current situation, the on-the-ground capacity, enrolment utilization for 2009/10, 2015/16, 2020/21, the current FCI, and the 10 year FCI. He also spoke of the schools located in the North ARC and their associated boundaries.

Associate Director Bain explained the North ARC Cluster Proposed Recommendation

- Close Delta and Parkview in June 2013
- Relocate the students to the existing facilities effective September 2013.



Associate Director Bain then displayed a chart showing the enrolment percentage changes that would result from the above listed closings. The money from the sale of Parkview and Delta will be reinvested into the remaining schools. Associate Director Bain went on to explain that this is a concept plan only. The boundaries still need to be looked at and re-aligned and the transportation changes are yet to be decided. He stated that the Board wants the same things for the students at Parkview that the parents would like. Superintendent Joshua is putting a program strategy in place that will support the students. Associate Director Bain stated that the ARC is here to listen to the questions and comments of the community. The floor was then opened to the public to begin with their questions and comments.

### **Questions and Concerns:**

**David Darbyshire** was concerned with the lack of signage in Sir John A Macdonald, that he was unable to locate the Agenda, that the meeting was at 6:00 p.m., which falls in the middle of the dinner hour, and that there was no staff to welcome the committee members or the public to the meeting and/or the building.

**Roger Waldren** is a member of the parent council. Mr. Waldren was concerned that none of the feeder schools were informed. He asked the question “aren’t we important?” Associate Director Bain indicated that there was information sent home to the associated cluster schools, advertisements were placed in the local newspapers, and communication went home in the back packs. Associate Director Bain stated that he will take it away and investigate.

**Dave Hutton** requested that the slide showing the boundaries be displayed again. He stated that 9 or 10 months ago there was a “red code” series which highlighted the health and social identities of the inner city. Mr. Hutton asked if the Board will provide the ARC with information on the students in the inner city and are these students being considered at any point?

**Sandy Leyland**, the grandmother of a Parkview student felt that the students of Parkview will be bullied in a regular school and will eventually drop out. She expressed that we need trade schools and that these students do not fit into a regular school. Ms. Leyland was concerned with the programming and questioned what the projections will look like. Superintendent Joshua spoke of the program strategy and he did acknowledge the strength of the programs that are being offered at Parkview. He also shared that the Board is talking about enhancing the level of support for these students. Literacy and numeracy support will be offered along with the types of courses that they will need to meet their own individual goals. Ms. Leyland felt that there would be too many students in the high schools. Superintendent Joshua stated that the Board will have social support and programs, like the ones that are currently available at Parkview, in all of the schools. Daniel Del Bianco also spoke of the enrolment projections and over the last 10 years enrolment has been declining. Mr. Del Bianco shared that the trend has been happening at elementary cluster schools which then transfers to the secondary school level. They also look at the documented evidence from the census for the information as well. Such things as immigration patterns and the number of births which are occurring are the type of information which is recorded on the census. He also stated that HWDSB secondary schools have been built to accommodate a higher number of students. Associate Director Bain reiterated that HWDSB wants the same things for the students at Parkview that the families do. He stated that Superintendent Joshua is putting in place a program strategy that will support the students.

**Praema Rao** stated that there are two schools recommended for closure and you have indicated that the money will be reinvested into the existing schools. She stated that there are times that the schools sit empty for decades. Ms. Rao questioned if the Board has buyers already since it has been mentioned numerous times during the presentation that the monies will be reinvested. Associate Director Bain stated that the short answer is “no”. He indicated that the Board does have to declare the schools surplus and it could be a long process. The properties have to be offered at fair market value to ten preferred agents and those agents are



required to purchase the properties at fair market value. If the preferred agents are not interested in purchasing the properties then it can be opened up to the public. Associate Director Bain stated that the money will be reinvested into the remaining schools and programming.

**Steve Calverley** shared that years ago he was informed of the closure of Sir Winston Churchill Secondary School. He stated that neighbourhoods change and what the Board is recommending is that we leave a neighbourhood with no secondary school. He feels that the Board needs to think about the long range investment and to keep in mind the “code red” information when considering the future of these areas. Mr. Calverley feels that these areas require urban renewal and that is less likely to happen with fewer schools. It makes the area much less attractive. He went on to ask if consideration has been given to consolidation e.g. Parkview sharing the school facility with Delta. Having two schools come together to share space yet maintain their own identity. He gave an example of a school in St. Catherines.

**Michele Cameron** stated that children learn through consistency and we need equity for all. We need the trade schools and you are closing schools like Parkside. Superintendent Joshua spoke of personalized learning in program strategy and indicated that class size is taken into consideration when looking at the needs of these children. Ms. Cameron indicated that the statistics for autism and PDD (Pervasive Development Disorder) is on the rise and asked “how are you going to meet the needs of these students?” Superintendent Joshua shared that the Board is well aware of the rising needs and building program strategies based on these statistics.

**Alison Whipps** is a Mohawk Student completing a placement at Parkview. Ms. Whipps brought forth a petition with 126 votes on it (please see attached) from the Parkview students asking “Keep the Parkview Students Together”. She indicated that these students come to Parkview because this is where they feel that they fit in.

**David Darbisher** stated “in Hamilton we work together collaboratively. The closures are happening in the areas where poverty is a challenge”. He encouraged and invited the representatives from the community, dealing with these challenges, to come and share at the next meeting. Associate Director Bain indicated that the Terms of Reference recognizes the need for community representation and perhaps in the future a representative from these groups will have a opportunity to sit on the ARC committee.

**Charae Friesen**, a Delta student, asked why the meeting was held at Sir John A Macdonald and not at Delta. Associate Director Bain explained that Delta is not accessible and the Terms of Reference stipulates that the schools must be accessible to host the public meeting. Ms. Friesen asked why Delta is not being made accessible and Associate Director Bain shared that is one of the reasons that it is slated for closure.

**Milton Friesen**, a Delta parent, asked what research has been done to reflect what will happen to the neighbourhood when these schools close. Associate Director Bain indicated that this information can be requested through the ARC Committee so that it can be further explored.

**Sue Farquhar** felt that the public meeting was very unwelcoming. There were no signs, no greeting and no one to welcome the community members. Ms. Farquhar had concerns over the closures of Mountain and Parkview. She stated that “as an adult you might be able to function in a “normal” school but these students are not able to function in a “normal” school”. She asked why the Board is not making Delta a French Immersion school because the kids are being bussed to schools that offer this program.

**Cody Brooks**, a Parkview student, feels that this closure will create chaos. She indicated that everyone has their own idea of what “normal” is and she feels that this closure is a big mistake.



**Eva Filinski** stated that Parkview is unique to the Board. She stated that normal programming is not an option for these students. They need job skills that can lead to a career path. Parkview provides special classes for these children and these students need these unique programs and facilities. They have the proper teacher/student ratio and the teachers at Parkview understand their needs. It may cost more money to provide these programs but how much are these students worth. Parkview promotes inclusion and self confidence. Mrs. Filinski stated that if these students are placed in a “special” class within a regular school there is a stigma associated with that. For more information please feel free to read Eva and John Filinski’s letter (attached).

**Mark Daniels** expressed concern over school transit and boundary changes. Mr. Daniels wondered how we are going to support all of the transportation needs of the students.

A community parent feels that we should dispose of the boundary map. He lives in the Barton and Sherman area and questioned how you can have community or the feeling of community if the students are shipped to outer areas.

Another parent asked “how many students get lost in Delta now and if you are increasing the population in the school how many students are going to slip through the cracks when you have so many kids in a school. She expressed that Delta has made a great effort to get to know her son. She stated “if Delta and Sherwood are being closed you will lose those students to the Catholic Board and these schools may not close for years.”

Another question was raised “has the Board considered keeping Delta open and bringing more students into Delta from the code red area?” It was stated that research has shown that supporting students who come from the impoverished area feel better about themselves and it did not affect the more affluent students.

**Terry Westlink** asked the question “if you wanted to close Delta why put new windows in the school?” He also shared his concern over maintaining the heritage of the building. Kevin Morton shared that anytime the Board replaces windows they engage architects and they make every effort to maintain the heritage of the building and they certainly did not replace the windows to reduce the heritage.

There was concern raised regarding the start time of the public meeting and Associate Director Bain stated that the start time of the public meeting is decided on by the committee and they have the right to change the time through a voting procedure.

**Richard Barns** indicated that his daughter wants to go to Parkview. He shared that it took three years for the Board to diagnose her with ADD (Attention Deficit Disorder) and that she has also undergone hip surgery. He feels that these children are better off in a special school like Parkview rather than a regular high school. Mr. Barns’ daughter would like to attend Mohawk College and requires a certain level of reading and math. At Parkview they have a special program to support this goal and he does not want his daughter to get lost in the system and drop out of school.

**Ms. Foster** asked if anyone has thought about having the students at Parkview, Mountain and any other special needs students at Delta all in one school. She shared that her son has experienced the best school years of his life right now and does not want that changed.

A student from Parkview shared that he was always a student that slipped through the cracks and he finally feels at home in Parkview. He said that they feel like family to him.

A parent wanted to know why the tour was scheduled for a Saturday. He felt that it was like touring a city that has been evacuated and you miss the heart of the city when it is empty. Mr. Del Bianco stated that we are physically challenged to have everyone be able to attend the school tours when it is in the evening. It is dark



in the evenings and makes it difficult to see the facility. Weekday is impossible because the committee members are working.

The next question asked was “how many schools on the East side are affected by LRT (light rail transit)? Trustee Barlow shared that LRT stops outside of Delta.

**Brenda Reid** stated that her daughter could be in Delta for one year before it closes and Ms. Reid wanted to know what would make her daughter want to go to Delta for one year only. Associate Director Bain shared that this is only a recommendation at this point in time and the Board is asking all students to register at their home school because no one is sure where this is going to end up. He then stated that in April the Board will provide their proposals of what programs will be provided in which schools – e.g. hockey at Sherwood.

**Sandra Binns** wanted to know how long it will take to implement these new programs. How will it benefit the students who are in their last year of school? Superintendent Corcoran indicated that there is a considerable amount of time from the final decision of the Board of Trustees to the closure of any schools. The ARC Committee can also suggest different recommendations for the implementation of the programs and the closure of the schools. It was then asked why a new school could not be built between Sir John A Macdonald and Sir Winston Churchill? Associate Director Bain stated that the Board is unable to consider a new school until the Ministry clarifies the funding of new schools.

The next question raised was “why had Delta never been upgraded and made accessible?” Superintendent Corcoran indicated that the standards of accessibility have changed. Mr. Morton shared that elevators have been put into other schools during a major renovation and Delta is a very old school and has very thick walls which would mean major renovations and a high cost.

A parent asked why there is not any representation on the ARC from the elementary schools. Associate Director Bain stated that in the Terms of Reference there was no allowance given for representation from the elementary schools and that would create a very large committee.

**Mark Daniels** shared that his daughter went to Delta and he wondered if the staff will be abandoning ship to look after themselves. Associate Director Bain stated that it is a professional decision that the staff will have to make.

**Dave Hutton** stated that on either side of Delta’s auditorium are stairwells that could house an elevator. Mr. Hutton went on to ask if the Board has determined the cost of replicating a hair dressing program, the kitchen catering or the food baking programs at the other schools. He stated that in his opinion the schools in the inner city are being pillaged and there would be tremendous costs involved in moving the programs that they currently have at Delta.

A parent in the community commented on the land sites on the Mountain. She stated that a new school would require the Board to self fund and if they self fund one then they will not have the funds available to self fund a second school.

An administration support staff indicated that she had gone through the pamphlet of “Education in HWDSB.” She is confused about the model that we are giving our students and feels that we are limiting our choices instead of embracing them. Superintendent Joshua reiterated that we are embracing what is written in the pamphlet. He referenced the programs that are currently offered in Mountain and Parkview and stated that is the type of programming that we want available in all of our schools. Not all of the students who need this type of support are able to attend Parkview or Mountain and HWDSB would like to offer that support to all of the students who need it.



Another parent expressed that Parkview offers smaller classes and specialized programs. She felt that when these students are in a larger school some of these students may not go out for the school play, whereas in a smaller school environment they would feel more comfortable to try out for something like that. Superintendent Corcoran suggested that they look at the program strategy on the web site.

The question was raised “how can we get more information prior to the May 10<sup>th</sup> public meeting? Mr. Del Bianco stated that the Board works toward answering all questions or requests prior to the next committee working meeting. He shared that no question is off limit provided that it does not conflict with any privacy issues and the ARC committee has already asked a lot of questions as well as requested additional information.

**Leslie Falzone**, a Parkview parent, shared that her son has a learning disability. He picked Parkview because of the program that it offers. Her son was teased at other schools and if he chose Sir Winston Churchill he would be subjected to the same behaviours. Ms. Falzone went on to ask where the money would come from to build a new school. Associate Director Bain stated that the money would come from the sale of the properties as well as the operating cost reduction. He indicated that when the Board is closing a school the money will go to the construction cost of a new school and the renovation of existing schools.

The next question asked was “is the Board closing schools that are IP Schools?” Superintendent Corcoran shared that there are self contained schools within other schools as well.

**Anna Mori** encouraged the committee members to come and visit Parkview during the day when the school is fully functioning.

Another parent wanted to know if the Board would consider moving the archive center to Delta from Vincent Massey.

The statement was made “these kids should not be shoved off to other schools – they need a special program.”

The next question raised was “if you reduce the number of schools from the other ARCs would that fund the new school? Will the money from the north schools be put back into the new school?” Associate Director Bain shared that if schools are closed then the money can go into two streams – the renovation of the older schools and the building of the new school.

**Dana**, a teacher at Parkview, stated “We are a family, and a community. Teachers have been raising money and Parkview has great community supporters. These students need to have a place to showcase their talents and feel safe arriving on the short bus.” Dana would like everyone on the ARC to come to the school to see the work that they do at Parkview.”

A parent shared that she feels like the Board is taking from the poor to give to the rich. She said that the Board is closing schools in the needy areas to give to the more affluent areas. She asked the ARC to reconsider the recommendation of the board. Associate Director Bain reiterated that the intention of the Board is to reinvest the money in the existing schools. He said that if we can’t self fund then the Board will not build a new school unless the Ministry comes through with funding.

**Jim Holubeshen** asked if there are provisions for lowering the capacity of a school. Mr. Del Bianco stated that the on-the-ground capacity is Ministry directed. Mr. Holubeshen then stated that closing off a wing would not change the capacity and Mr. Del Bianco agreed with him.



**Anna Mori** stated that some of the students at Parkview have a reading and math level that is below Grade 5. She inquired if the Board was going to hire Educational Assistants to support these kids in regular school or will they fall through the cracks. Superintendent Corcoran stated that this is a need that will be addressed.

Superintendent Corcoran thanked everyone for coming out to the public meeting and sharing their questions and concerns. The meeting adjourned at 8:50 p.m.






*Secondary Accommodation  
Review Committee*




**Secondary Pupil Accommodation Review Committee**

**North Accommodation Review Committee  
Public Meeting #1**

Sir John A. Macdonald  
February 22, 2011




*Secondary Accommodation  
Review Committee*




**Why we are here tonight?**

- Provide an overview of the ARC process
- Present the recommendation prepared by Board staff
- Address any questions related to the ARC process and School Information Profiles (SIP)
- Provide input to the ARC members to assist them in developing their own options



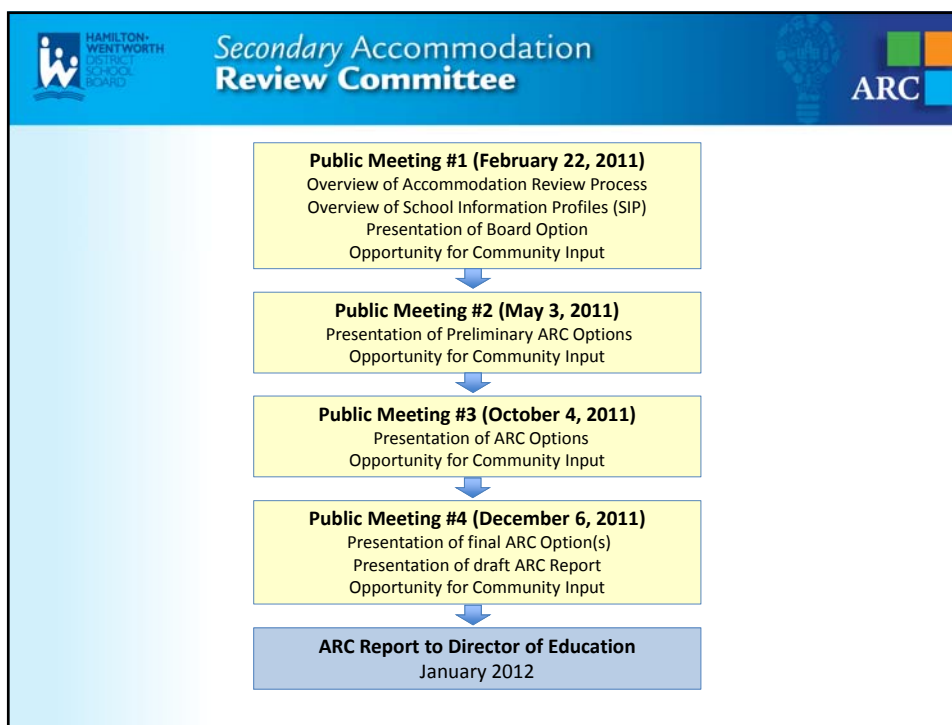


**Secondary Accommodation  
Review Committee**






### 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 final decisions.








### 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.

### Information for the ARC




- The ARC will receive the recommendations of senior administration for their consideration.
  - These recommendations provide a foundation for the ARC to build on
- 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 - North		
1. Enrolment vs. Available Space	Delta	Glendale
<b>Data to be Provided to the ARC</b>		
Current Average Daily Enrolment (ADE)	825	926
Projected Average Daily Enrolment (ADE) in 5 years (assuming no operational changes)	640	870
Projected Average Daily Enrolment (ADE) in 10 years (assuming no operational changes)	640	800
Number of Classrooms Required (Current)	39	44
Projected Number of Classrooms Required in 5 years	30	41
Projected Number of Classrooms Required in 10 years	30	38
Capacity (Pupil Places)	1470	1134
Number of Classrooms Available	70	54
Current Utilization Rate (ratio of ADE to Capacity)	56%	82%
Projected Utilization Rate in 5 years	44%	77%
Projected Utilization Rate in 10 years	44%	71%
Current Space Surplus / Shortage (Pupil Places)	645	208
Projected Space Surplus / Shortage (Pupil Places) in 5 years	830	264
Projected Space Surplus / Shortage (Pupil Places) in 10 years	830	334
Current Space Surplus / Shortage (Classrooms)	31	10
Projected Space Surplus / Shortage (Classrooms) in 5 years	40	13
Projected Space Surplus / Shortage (Classrooms) in 10 years	40	16




  
<h2>Keeping Informed</h2> <ul style="list-style-type: none"> <li>All information is posted on the Board's website:</li> </ul> <p style="text-align: center;"><a href="http://www.hwdsb.on.ca/arc/">http://www.hwdsb.on.ca/arc/</a></p> <ul style="list-style-type: none"> <li>All meetings are open to the public</li> </ul>



### Why an Accommodation Review?

- We currently have 2,600 extra seats within our secondary schools
  - Growing to approximately 6,000 extra seats by 2020
- We are funded per student and not by facility
- We receive the same amount of funding regardless of the number of buildings we operate
- Right now, we have approximately \$160 million in outstanding renewal needs at our secondary schools
  - We receive \$7.6 million annually to renew those buildings

### Education in HWDSB

- Change is required and status quo is no longer an option
- If we have the right number of buildings we believe that we can deliver exceptional education for our students in well resourced schools
  - Deliver programming in the 21<sup>st</sup> century
  - Access to engaging programs and learning environments
- Rethinking what we offer, how we offer it, when we offer and, of course, where we offer it
- Ensuring equity of access to programs
  - HWDSB may need to expand what we offer to different sites








Secondary Accommodation  
Review Committee

- We know our students today learn differently and are experiencing a different world
- This process will provide more opportunities for our students
  - Access to more pathways and more chances for success beyond graduation
- The ARC gives us a chance to facilitate this dialogue to make these changes happen
- We encourage you to look at our research at:

<http://www.hwdsb.on.ca>

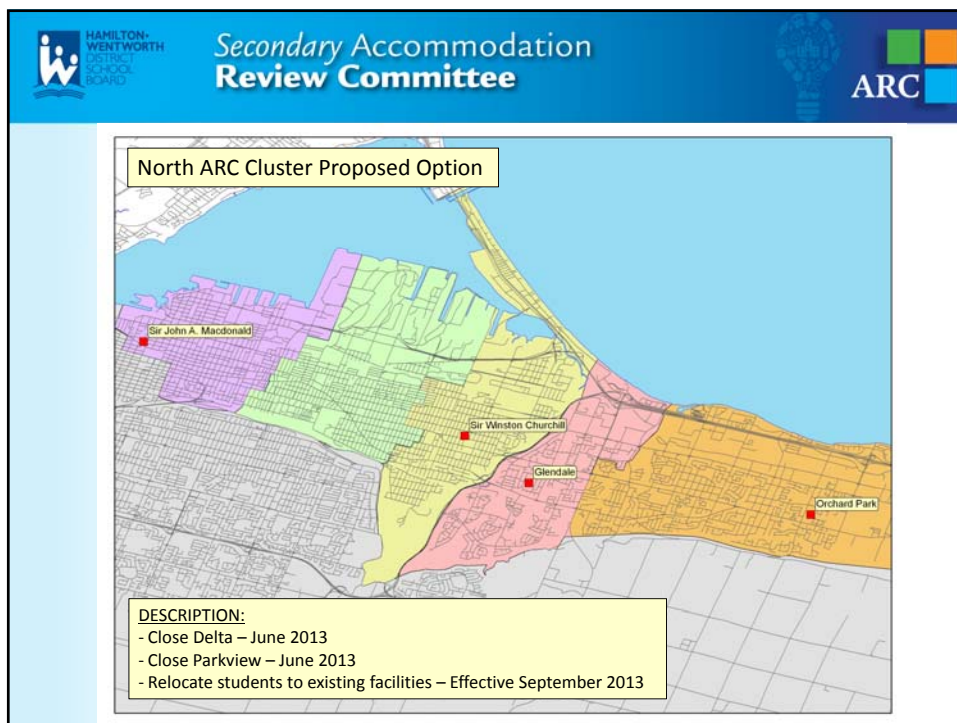
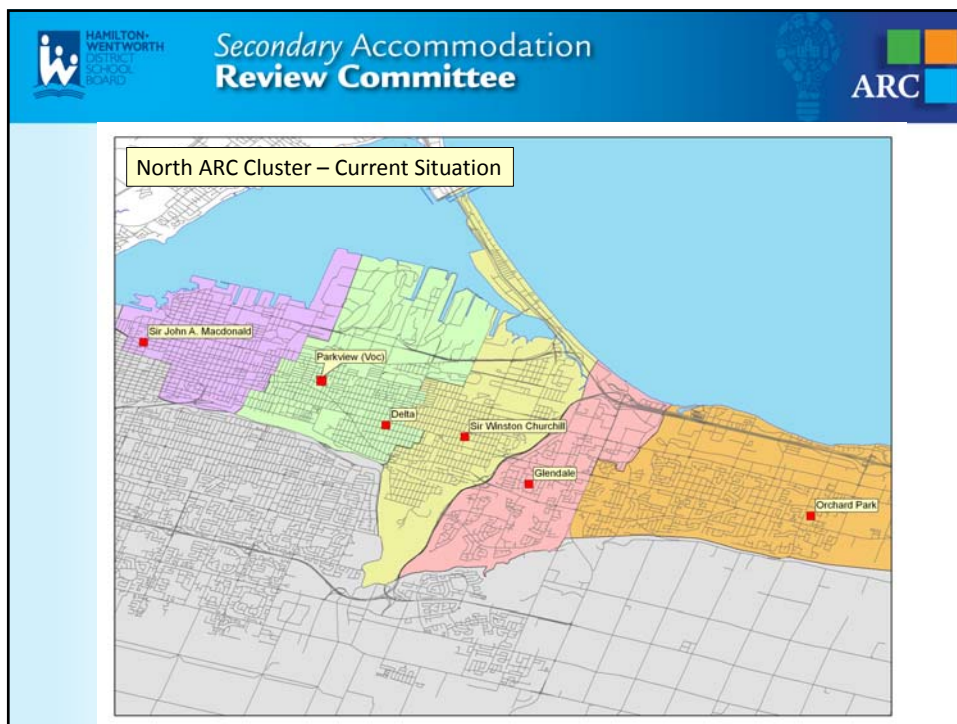



Secondary Accommodation  
Review Committee



Proposed Option Prepared by Board Administration

- 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











 <b>Secondary Accommodation Review Committee</b> 								
Current Situation					Proposed Option			
	2009 OTG	2013/14 (Enrolment/ Utilization)	2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)	2013 OTG	2013/14 (Enrolment/ Utilization)	2015/16 (Enrolment/ Utilization)	2020/21 (Enrolment/ Utilization)
Delta	1,431	694 (49%)	640 (44%)	640 (44%)	-	-	-	-
Glendale	1,122	877 (78%)	870 (77%)	800 (71%)	1,122	1,157 (103%)	1,123 (100%)	1,009 (90%)
Orchard Park	1,290	1,069 (83%)	1,106 (84%)	1,141 (86%)	1,290	1,080 (84%)	1,117 (86%)	1,151 (89%)
Parkview	534	251 (47%)	243 (45%)	228 (42%)	-	-	-	-
Sir John A. Macdonald	1,569	908 (58%)	775 (48%)	730 (45%)	1,569	1,452 (93%)	1,283 (82%)	1,230 (78%)
Sir Winston Churchill	1,089	1,118 (103%)	999 (86%)	807 (70%)	1,089	1,228 (113%)	1,111 (102%)	956 (88%)
<b>TOTAL</b>	<b>7,035</b>	<b>4,917 (70%)</b>	<b>4,633 (64%)</b>	<b>4,346 (60%)</b>	<b>5,073</b>	<b>4,917 (97%)</b>	<b>4,633 (91%)</b>	<b>4,346 (86%)</b>

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

 <b>Secondary Accommodation Review Committee</b> 								
<ul style="list-style-type: none"> <li>• Reinvest in remaining facilities to enhance program and learning environments</li> <li>• Funding required to renovate and/ or upgrade the remaining facilities will be addressed through:               <ul style="list-style-type: none"> <li>– Proceeds of disposition from the sale of the Delta and Parkview school sites</li> <li>– Redirection of current renewal funding to fewer facilities</li> </ul> </li> </ul>								








Secondary Accommodation Review Committee

### Summary of Proposed Option

- Close Delta and Parkview in June 2013
- Relocate students to existing facilities in September 2013
- Students currently attending Parkview under this option will still receive the intensive instruction and support they need, but in addition, they will have access to co-curricular activities and better access to programs such as Co-Op and Specialist High Skills Major (SHSM)







Secondary Accommodation Review Committee

### Summary of Proposed Option (continued)




- Stabilizes long-term enrolments at the remaining facilities
  - Increases the overall utilization rate for these schools from 60% to 86% by year 10
  - Provides opportunities for enhanced programming
- Results in a positive impact on the long-term maintenance, operational and renewal costs of the Board
- Includes upgrades and/or renovations to existing facilities to enhance program and learning environments
  - To be funded primarily through the proceeds of disposition



**The ARC is looking for your input?**

- What would you like to see the ARC consider when creating their option(s)
  - Transition planning
  - Program implementation
  - School closures
- How can the Board proposal be altered to better serve the needs of the community

**Questions and Answers**

**Why we are here tonight?**

- ✓ Provide an overview of the ARC process
- ✓ Present the recommendation prepared by Board staff
- Address any questions related to the ARC process and School Information Profiles (SIP)
- Provide input to the ARC members to assist them in developing their own options



**North - Accommodation Review Committee  
March 22, 2011**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran, Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Minutes of the meeting of February 1, 2011**
  - 3.1 Errors or Omissions**
  - 3.2 Approval of the Minutes**
  - 3.3 Business Arising from the Minutes**
    - 3.3.1 SIP Follow-up – responses to issues/questions raised**
    - 3.3.2 School Tour Info**
    - 3.3.3 Clarifications from previous meeting**
- 4. Minutes of the Public Meeting of February 22, 2011**
  - 4.1 Errors or Omissions**
  - 4.2 Approval of the Minutes**
  - 4.3 Business Arising from the Minutes**
    - 4.3.1 Debriefing the Public Meeting**
    - 4.3.2 Submissions to the ARC by members of the public**
- 5. Presentations (45 Minutes)**
  - 5.1 Demographic and Enrollment Projection Methodology**
  - 5.2 Questions**
- 6. Pupil Accommodation Options (75 minutes)**
  - 6.1 Initial discussion of accommodation options in North area**
  - 6.2 Other information requested**
  - 6.3 Next Steps**
- 7. Correspondence**
- 8. Other Business**
- 9. Adjournment**

**Next Meeting – Working Group Meeting – April 12, 2011, HWDSB Board Room – 6:00 pm**

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



**North Accommodation Review Committee Meeting**

**Board Room – Education Centre**

**March 22, 2011**

**Working Meeting #3**

**Minutes**

**ATTENDANCE:**

**Committee Members**

*Chair – Vicki Corcoran*

*Voting Members – Jayne Bentley, Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Jane Henry, Marie Jackson, Rick Kunc, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers*

*Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Glenn Cooke, Geoff Coombs, Susan Corrigan, Mark Currie, Rich Gelder, Jim Holubeshen, Peter Joshua, Ray Mulholland, Jamie Nunn, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White*

**Regrets**

*Voting Members –*

*Non-Voting Members – Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla*

**Resource Staff**

*Daniel Del Bianco, Jim Wibberley, Kevin Morton, Ellen Warling*

**Recording Secretary**

*Tracy McKillop*

**1. Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the third working group meeting. She indicated that they had a busy agenda ahead and that they were now almost 30 per cent of the way through the meetings.



Superintendent Vicki Corcoran stated that they had spent a great deal of time listening during the initial three meetings. However, tonight the Committee would begin the task of developing their own recommendations to the Board of Trustees. She stated that it will not be a quick task but its developments of these recommendations are the core purpose of the ARC.

She spoke of the follow-up information from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard.

## **2. Agenda**

**2.1 Additions and Deletions** – There were no additions or deletions.

**2.2 Approval or the Agenda** – The agenda was approved by consensus.

## **3. Minutes of the meeting of February 1, 2011**

**3.1 Errors or Omissions** – There were no errors or omissions.

**3.2 Approval of the Minutes** – The minutes were approved by consensus.

**3.3 Business Arising from the Minutes** - The Chair shared that there were a number of questions that came from each of the smaller groups and the Committee as a whole. These were compiled and the answers have been provided to the Committee members. Mr. Daniel Del Bianco then commenced with reviewing the information and answering any questions that arose.

### **3.3.1 SIP Follow-up – Responses to issues/questions raised:**

#2 – Michael Root raised the question “how are students with special needs receiving funding – is there a dollar amount designated on a per pupil basis. Superintendent Corcoran stated the Special Education funding comes in a number of different ways - per pupil amount which is based on the population of the Board as a whole and allocated accordingly. The Board receives a certain dollar amount per pupil (SEPPA) and this funding is to be used for Special Education as well as support services – they get some support for equipment. Community Partnerships (care treatment and corrections) funding that comes in covers the salary of the teachers who go out to the community to teach these students. They are not counted in the enrolment because they can not be counted twice.

**3.3.2 School Tour Information** – There were no changes to the school tours. Everyone was asked to let Tracy know if you could not make it and when asked how long the tour would be the designated time was 8:30-3:30 with pick up at Sir John A Macdonald.

**3.3.3 Clarifications from Previous Meeting** – there were none.



**4 Minutes of the meeting of February 1, 2011**

**4.1 Errors or Omissions** – There were no errors or omissions.

**4.2 Approval of the Minutes** – The minutes were approved and consensus was given.

**4.3 Business Arising from the Minutes**

**4.3.1. Debriefing from the Public Meeting** – there were some concerns raised and the Chair indicated that we will follow up with signage:

- Trustee Judith Bishop shared she feels the North ARC needs to consider the Code Red Articles that were brought up at the public meeting because they hold very valuable points. The needs of the community are very important.

**4.3.2 Submissions to the ARC by members of the public.**

The Chair stated that we have received some inquiries about how members of the public can make formal submissions to the ARCs beyond a brief comment or question at a public meeting. Mr. Wibberley was asked to speak to this item and outline the options. He indicated that the Committee needs to decide if they would like to receive formal submissions and if so how would they like to receive them.

The options were:

1. Set a time to hear delegations at a public meeting. For example delegations could be heard at the third public meeting. These could have a ten minute time limit and allow for a longer written submission to be submitted to the Committee. The Committee could also offer to receive written submission without a presentation. Delegations would be required to request delegation status and to follow the time limits.
2. The Committee could decide to receive only written submissions.
3. The Committee could decide not to receive delegations or written submission but it should be noted that all correspondence will be forwarded to the Committee.

Some of the questions and comments were:

- How can we integrate our planning with that of the community? Trustee Bishop felt that it was valuable to have a particular time to have the community groups.



- Mr. Del Bianco responded by saying that it is important for the Committee to know what the City is planning and what their vision is and we would welcome the opportunity to have these groups make a presentation.
- Superintendent Corcoran informed the Committee that there is an email address on the web site for anyone to write with any comments or concerns.
- Some of the Committee members were interested in having presentations made to the group prior to the next public meeting on May 3, 2011. Others felt that it would be advantageous to have the presentations prior to the public meeting as well as at the public meeting.
- For those who were going to present to the group the ARC members felt that a written submission was a good idea as well. These could be posted to the web site for the public as well as other ARC Committees to see.
- Due to the number of presentations that could potentially be presented it was felt that perhaps spreading them out over a few meetings would be advantageous which would still allow time for the group to work.
- There was some concern over what the public may be expecting at the next public meeting. Mr. Del Bianco indicated that the Committee could present concepts without numbers. He felt that the group could present something more advanced if they were ready to do that. He shared that this will give the Committee an opportunity to hear from the public with respect to their recommendation.
- Consensus was given to hear presentations by the three groups, North End Community Planning Groups, the Hamilton Community Foundation and the City's Planning folks, over three working meetings and written information at anytime.

## 5. **Presentations**

### **5.1 Demographic and Enrolment Projection Methodology**

Daniel Del Bianco made the Demographic and Enrolment Projection Methodology presentation to the Committee. The following points were made:

- The data is derived from historical data.
- After peaking in 2002, elementary enrolment declined by approximately 5%.
- Between 2007 and 2018, Province-wide elementary enrolment is projected to decline by an additional 14%
- Between 1998 and 2007 secondary enrolment increased by 3%
- Province-wide secondary enrolment is projected to decline by 17% by 2018
- Two charts were given which showed the historical and projected Elementary and Secondary Enrolment.
- There were components of enrolment projections given.



- A slide showing Demographic and Housing Trends was shown.
  - Maturing communities – it takes a long time to mature and the turn over is slower. The elderly people stay in their homes longer.
  - New homes have a different yield than mature homes and town homes also have a different yield.
- A map showing Development Plans was included. Development Plans are on the City web site.
- JK Enrolment Trends
  - If JK enrolment declines then everything declines as the years go on. A lot of the information comes from the Census statistics.
  - People are not having as many children.
  - Live births have decreased so there are fewer children and women are having children later in life so the turn over is stretched even further.
  - There are more grade 8's leaving the system then JK s coming into the system.
- Apportionment Rates
  - At the Secondary level there is more fluctuation in enrolment because the students can choose between attending the Elementary Schools or the Secondary Schools – it can be a simple as who has the newer school or the better programs available.
- North ARC Cluster of Schools was a map showing the location of the Secondary Schools.

For a full detail of the presentation please visit the web site or click on the following link:

[http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Item9-NorthARC\\_Enrol\\_Demo\\_Presentation.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Item9-NorthARC_Enrol_Demo_Presentation.pdf)

## **5.2 Question and Comments:**

- 15-17% of students have opted out of education – The Board could offer something additional to draw the students back. For example if trades were brought back into the school. Have you looked at those stats? Mr. Del Bianco indicated that “no” the Board has not. Trustee Bishop stated that they have those kinds of statistics in Manitoba however we do not have anything like that available to us in Ontario. Superintendent Rocco did indicate that if the question was about the students in our system that have dropped out of school – those kinds of statistics are available to the Board and have been declining over the last few years.
- The question was further asked – “we are only counting the enrolled students now what about all of the students who we could entice to join back into the schools. Mr. Del Bianco shared that time would be required to search that out.
- Paul Beattie shared that research that was given from January of 2011 stating that 17% of youth 15, 16 & 17 years old are not attending any type of secondary school.
- A question of why we are comparing the elementary enrolment with the secondary enrolment was raised. Mr. Del Bianco indicated that he could get a break down of grades 8-9, 9-10 for the next meeting.



## **6. Pupil Accommodation Options**

### **6.1 Initial discussion of accommodation options in North area**

Mr. Del Bianco stated that the point for this evening was to breakout into small groups and capture what has been said over the course of two working meetings and one public meeting. Some things to consider would be:

- What we like to see in an option and what we would like to see.
- How to tailor the Board option, if that is possible.
- What elements of the Board option can stay and what do we want to move away from.

Mr. Del Bianco then went on to share ideas that the group could be working towards:

- He stated that at the next public meeting #2 it will be the Committee that stands in front of the public and reviews the group's progress to date.
- This may come in the form of really high level ideas
- It might be more specific – depending on how much the group covers in the next two meetings and in no way does this mean that the Committee has to have the ARC's final recommendation ready and completed.
- The Committee will want to seek input from the community on the direction that the ARC has taken.

### **6.2 Other information requested**

Mr. Del Bianco will transcribe the notes from the groups and summarize.

### **6.3 Next Steps**

The groups will remain the same for the next working meeting and continue to work on their recommendations.

## **7. Correspondence**

The Chair shared that we have an email address on the HWDSB website that the public can use to send questions or offer comments on the work of the ARC. Some of these questions are simple process question which Mr. Wibberley answers and others are questions or comments directed to the committee. We will provide the ARC with emails, letters etc that are directed to the committee under this section of the agenda.

### **Questions and Comments:**

- Will there be an opportunity for the Committee to discuss the public meeting. Mr. Wibberley indicated that this could have happened at the "debriefing of the public meeting" on the Agenda.



- Mr. Wibberley shared that Delta is not accessible according to the Ministry Guidelines. Even though the first floor is accessible it does not meet the criteria.
- The question was raised if the Committee has the power to change the time of the public meeting. The Chair indicated that the Committee does have the ability to change the time of the public meeting however it has already been advertised.
- After further discussion the Committee reached consensus on the meeting time. **The next public meeting will commence at 6:30 p.m.**

## **8. Other Business**

### **Questions and Comments**

- There was concern that Woodview is a partnership and those students are not included in the enrolment counts. It was felt that community programs should be captured somewhere because they are very important.
- Page 2 of question 5 – can we include the cafeteria and cosmetology at Delta, which is run by students, as a specialty space. The SIP does not allow for this currently however the cafeteria at Delta is like others however it is larger and has a learning environments and cosmetology is a functioning hair salon so it should be included as a specialty space. Superintendent Rocco shared that there are other schools that have cosmetology so he wanted to know how it is being classified in other schools as well as other ARCs. Mr. Del Bianco stated that the Committee can change this to a yes as a specialty space.
- Question 8-4 – Ancaster, Sir John A Macdonald and Westdale all have theatres and bring in more money for rental. This needs to be acknowledged.
- Include Heritage Language Programs – these should be classified as Government initiatives. Trustee Bishop felt that these need to be captured.
- Trustee Bishop felt that the child care centre at Delta, a community half day program, does not fit a dedicated program – it is a renovated room however it should be noted somewhere.
- Jim Holubeshen indicated that he was tired of the rumours that were circulating and suggested that the group take the information that comes from their own Committee and Chair and work with that. Superintendent Corcoran shared that all of the ARCs run under the Terms of Reference.

## **9. Adjournment** – the meeting adjourned at 9:00 p.m. There was consensus to adjourn.



Hamilton Wentworth District School Board  
Secondary Accommodation Review Process – North ARC  
Review of School Information Profiles

1. Enrolment vs. Available Space		
	Question/ Comment	Response
1.	Does the information (for Delta SS) include the Woodview student population?	Requires further clarification from the North ARC Working Group.
2.	Concern that the stated OTG for Delta SS (1,470) is different than what was previously understood to be the capacity of the school.	The On-The-Ground (OTG) capacity for Delta SS, as identified by the Ministry of Education, is 1,431 pupil places.
3.	Definition of a classroom (Parkview classroom loading of 17 students vs. Ministry of Education loading of 21 students)	<p>A classroom can be defined as a space suitable for the instruction of students and is typically 24' x 32' in size. The Ministry of Education loads a typical secondary classrooms at 21 students/classroom. The area of a regular classroom must be between 700-850 sq.ft.</p> <p>The utilization rate of a school is calculated based on Ministry of Education classroom loading criteria (i.e. 21 students per teaching class).</p>
4.	What is the projection methodology?	Included as part of the March 22, 2011 binder update.

2. Cost of School Operations (Heating, lighting, cleaning and routine maintenance)		
	Question/ Comment	Response
1.	How are students with Individual Education Plans (IEP) funded?	<p>The Ministry of Education is responsible for funding Ontario's elementary and secondary schools operated by public and Catholic English and French boards. The ministry allocates funding to each school board using a formula that is based on student enrolment and the unique needs of students in each board.</p> <p>Education funding starts with the <b>Foundation Grant</b>, which gives every school board a basic level of funding for each student. Additional funding is provided through special purpose grants, including a Special Education Grant, based on specific costs or needs that affect some boards and some students more than others. The operation and maintenance of school buildings and the construction of new schools or additions are funded through the Pupil Accommodation Grant.</p>
2.	Where are the operation figures coming from?	The expenditures for operational costs are based on actual totals for the 2009/10 school year.
3.	Clarify formula for calculating imputed grants.	<p>Imputed grants are calculated using a formula derived by the Ministry of Education.</p> <p><b>Imputed grants = Average Daily Enrolment x 12.07m<sup>2</sup> x 1.103m<sup>2</sup> x \$71.81</b></p>



<b>3. Cost of School Administration (Principals, Vice-Principals, Secretaries and Office Supplies)</b>		
	<b>Question/ Comment</b>	<b>Response</b>
1.	What does school administration cover?	Administrative costs include the salaries of principals, vice-principals, secretaries and office supplies.

<b>4. Condition of School</b>		
	<b>Question/ Comment</b>	<b>Response</b>
1.	What is ReCAPP?	Renewal Capital Asset Planning Process (ReCAPP) is a database program used to track and record information on the condition and maintenance requirements of the HWDSB facilities. ReCAPP is used to plan major capital works in both the short- and long-term (25yrs).
2.	What does the FCI percentage mean?	The Facility Condition Index (FCI) is a ratio of renewal needs relative to the replacement value of the facility.
3.	What assumptions are made when determining the expected FCI in 10 years?	The 10 yr FCI assumes no capital improvements are undertaken in the next 10 years. However, regular operational routines (i.e. cleaning, maintenance procedures and repairs) would continue.
4.	Can we receive a list of historical (10yr) renewal projects for each school?	To be provided at Working Group Meeting #4.
5.	Who funds the building of new schools?	The funding for a new school can come directly from a) Ministry of Education (through the submission of a business case), b) self generated by the Board through the sale of surplus properties or c) some combination of the two.

<b>5. Quality of Learning Environment at the School/ Adequacy of the School's Physical Space to Support Student Learning</b>		
	<b>Question/ Comment</b>	<b>Response</b>
1.	Are the results of the satisfaction survey available?	Require further clarification as to which survey is being referenced.
2.	The computer to student ratio needs to be adjusted to include all computers.	Included as part of the March 22, 2011 binder update.
3.	There is a concern that "non-owned" pools should not be considered part of the school.	This refers to Board owned and operated swimming pools included as part of the school facility or located on the school grounds. The question is part of the SIP and unfortunately cannot be removed.
4.	Need to determine whether question 5-37 can include areas of Delta SS (i.e. cafeteria and cosmetology) that are run by students.	Requires further discussion from the North ARC Working Group.
5.	How do you define a dedicated childcare centre?	An example of a dedicated childcare centre is the Delta Honey Bears Co-Op Preschool located at Delta SS. A dedicated childcare facility is purpose built and offers the same amenities as a stand along childcare centre.



6. Range of Program Offerings (and extent of student participation)		
	Question/ Comment	Response
1.	Clarification on the Extended French program.	The HWDSB currently does not offer an extended French program.

7. Range of Extracurricular Activities and Extent of Student Participation		
	Question/ Comment	Response
1.	Include girls hockey team and triathlon team under Section 7-4 for Delta SS	Included as part of the March 22, 2011 SIP update.
2.	Include the following items in Section 7-4 for Glendale SS: a) CBGB b) Student Council c) Choir d) Global Citizenship e) Sears Festival f) Baseball g) Health Action Team	Included as part of the March 22, 2011 SIP update.

8. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity		
	Question/ Comment	Response
1.	Correction to 8-7 (Delta SS): a) Should read Jimmy Thompson, not Billy Thompson b) Include Gage Park c) Include Montgomery Park	Included as part of the March 22, 2011 SIP update.
2.	Define hard surfaced play area.	Examples of hard surfaced play areas include outdoor basketball courts, tennis courts and any other clearly definable play area. They do not include school parking areas or any area which may jeopardize student safety.
3.	The playing fields at Sir John A. Macdonald are not adequate.	n/a
4.	How do we capture the fact that some of the schools have theatres?	Requires further discussion with the North ARC Working Group.

9. Accessibility of the School for Students with Disabilities		
	Question/ Comment	Response
1.	n/a	n/a

10. Safety of the Schools		
	Question/ Comment	Response
1.	n/a	n/a



11. Location of School (relative to where students live)		
	Question/ Comment	Response
1.	n/a	n/a

12. Student Outcomes at the School		
	Question/ Comment	Response
1.	n/a	n/a

13. Location of the School (within community)		
	Question/ Comment	Response
1.	Location of school within the community?	Included as part of the March 22, 2011 binder update.

14. Facility for Community Use		
	Question/ Comment	Response
1.	How was the average number of hours per week that a school building is scheduled for use by community groups calculated?	The average number of hours was calculated using weekly rental information provided by the HWDSB Community Use of Schools Dept. averaged out over the course of a calendar year.
2.	How much money is generated through rental fees and how is that money spent?	To be provided at Working Group Meeting #4.

15. School Grounds as Green Space and/ or Available for Recreational Use		
	Question/ Comment	Response
1.	People walk their dogs on the fields at Sir John A. Macdonald	n/a
2.	There is daily use of the green space at Sir Winston Churchill.	n/a

16. Range of Program Offerings at the School that Serve both Students and Community Members		
	Question/ Comment	Response
1.	n/a	n/a

17. School as Partner in Other Government Initiatives		
	Question/ Comment	Response
1.	Include Heritage Language at Sir John A. Macdonald under Section 17-2.	Requires further discussion with the North ARC Working Group.



<b>18. School as Local Employer</b>		
	<b>Question/ Comment</b>	<b>Response</b>
1.	n/a	n/a

<b>19. Availability of Cooperative Education</b>		
	<b>Question/ Comment</b>	<b>Response</b>
1.	n/a	n/a

<b>20. Availability of Training Opportunities or Partnerships with Business</b>		
	<b>Question/ Comment</b>	<b>Response</b>
1.	n/a	n/a

<b>21. Attracts or Retains Families in the Community</b>		
	<b>Question/ Comment</b>	<b>Response</b>
1.	n/a	n/a



# Hamilton-Wentworth District School Board Summary of School Operation and Administrative Costs



Cost of School Operations (Heating, Lighting, Cleaning and Routine Maintenance)		Delta	Glendale	Orchard Park	Parkview	Sir John A. Macdonald	Sir Winston Churchill
Data to be Provided to the ARC							
Expenditures on School Operations at School (1)		\$1,318,091	\$766,201	\$940,327	\$435,409	\$1,113,939	\$917,675
Total ft <sup>2</sup>		227,636	138,036	184,685	70,370	211,960	174,475
Cost/ ft2		\$5.79	\$5.55	\$5.09	\$6.19	\$5.26	\$5.26
Cost/ Student (2009 ADE)		\$1,597.69	\$827.43	\$797.56	\$1,589.08	\$999.05	\$773.76

Cost of School Administration (Principals, Vice-Principals, Secretaries and Office Supplies)		Delta	Glendale	Orchard Park	Parkview	Sir John A. Macdonald	Sir Winston Churchill
Data to be Provided to the ARC							
Expenditures on School Administration at School		\$688,427	\$663,937	\$668,681	\$392,286	\$720,027	\$695,162
Total ft <sup>2</sup>		227,636	138,036	184,685	70,370	211,960	174,475
Cost/ ft2		\$3.02	\$4.81	\$3.62	\$5.57	\$3.40	\$3.98
Cost/ Student (2009 ADE)		\$834.46	\$716.99	\$567.16	\$1,431.70	\$645.76	\$586.14



School	Technical Category	Capital Renewal Description	Projected Implementation Year	Estimated Cost
Delta Secondary, Campus ID 9109 - Site	00.1-011 Aboveground Utilities - Site	Replace [00.1-011 Aboveground Utilities - Site]	2010	\$21,162
Delta Secondary, Campus ID 9109 - Site	00.2-014 Paved Walkways - Site	Replace [00.2-014 Paved Walkways - Site]	2010	\$13,213
Delta Secondary, Campus ID 9109	01.2-010 Structural Framing - Addition 1	Study of the structural framing and foundation walls of the below grade 1948 Addition.	2010	\$19,820
Delta Secondary, Campus ID 9109	01.2-010 Structural Framing - Original Building	Study of concrete and brick foundation walls and concrete ceiling structure of the Original Building.	2010	\$19,820
Delta Secondary, Campus ID 9109	01.3-010 Exterior Walls - Addition 1	Study of exterior walls - Addition 1.	2010	\$33,033
Delta Secondary, Campus ID 9109	01.3-010 Exterior Walls - Original Building	Replace [01.3-010 Exterior Walls - Original Building].	2010	\$26,426
Delta Secondary, Campus ID 9109	01.3-030 Exterior Doors - Original Building	Replace overhead doors on 1948 addition.	2010	\$15,856
Delta Secondary, Campus ID 9109	01.3-030 Exterior Doors - Original Building	Partially replace exterior doors.	2010	\$19,820
Delta Secondary, Campus ID 9109	01.3-040 Windows - Addition 1	Replace [01.3-040 Windows - Addition 1].	2010	\$660,660
Delta Secondary, Campus ID 9109	01.3-040 Windows - Addition 2	Replace [01.3-040 Windows - Addition 2]	2010	\$376,740
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 503	Replace [01.4 Roofing - Addition 1 - Section 503]	2010	\$4,420
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 603	Replace roofing - Addition 1 - Section 603.	2010	\$125,798
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section1002	Replace [01.4 Roofing - Original Building - Section1002]	2010	\$1,887
Delta Secondary, Campus ID 9109	01.5-011 Moveable Partitions - Addition 1	Replace Moveable Partitions - Addition 1.	2010	\$66,066
Delta Secondary, Campus ID 9109	01.5-011 Moveable Partitions - Addition 2	Replace [01.5-011 Moveable Partitions - Addition 2]	2010	\$21,794
Delta Secondary, Campus ID 9109	01.5-011 Moveable Partitions - Original Building	Replace [01.5-011 Moveable Partitions - Original Building]	2010	\$45,699
Delta Secondary, Campus ID 9109	01.5-020 Millwork	Replace millwork in labs, offices and storage areas.	2010	\$462,462
Delta Secondary, Campus ID 9109	01.5-020 Millwork - Addition 2	Replace [01.5-020 Millwork - Addition 2]	2010	\$155,484
Delta Secondary, Campus ID 9109	01.5-050 Interior Doors	Partial replacement of interior doors.	2010	\$79,279
Delta Secondary, Campus ID 9109	01.5-055 Interior Door Hardware	Localized replacement of door hardware throughout building.	2010	\$66,066
Delta Secondary, Campus ID 9109	01.5-060C01 Paint Wallcovering	Repaint interior of building including classrooms and common areas.	2010	\$561,561
Delta Secondary, Campus ID 9109	01.5-060C04 Ceramic Wall Tile - Addition 2	Replace [01.5-060C04 Ceramic Wall Tile - Addition 2]	2010	\$40,965
Delta Secondary, Campus ID 9109	01.5-070C04 Carpeting	Replace carpeting in Auditorium and Library.	2010	\$154,594
Delta Secondary, Campus ID 9109	01.5-070C05 Vinyl Floor Tile	Replace vinyl floor tile.	2010	\$667,267
Delta Secondary, Campus ID 9109	01.5-070C07 Hardwood - Addition 1	Refinish hardwood - Addition 1.	2010	\$13,213
Delta Secondary, Campus ID 9109	01.5-080C02 Suspended Acoustic Panel Ceiling	Replace suspended acoustic panel ceiling.	2010	\$52,853
Delta Secondary, Campus ID 9109	01.5-080C02 Suspended Acoustic Panel Ceiling - Addition 1	Replace [01.5-080C02 Suspended Acoustic Panel Ceiling - Addition 1]	2010	\$89,128
Delta Secondary, Campus ID 9109	01.5-080C05 Painted Ceiling Structures	Replace painted ceiling structures.	2010	\$92,492
Delta Secondary, Campus ID 9109	01.5-090 Window Coverings	Replace window coverings.	2010	\$158,558
Delta Secondary, Campus ID 9109	01.5-100 Washroom Accessories - Addition 1	Replace [01.5-100 Washroom Accessories - Addition 1]	2010	\$84,718
Delta Secondary, Campus ID 9109	01.5-100 Washroom Accessories - Addition 2	Replace [01.5-100 Washroom Accessories - Addition 2]	2010	\$18,245
Delta Secondary, Campus ID 9109	03.1-160 Central Station AHU - Addition 2	Replace [03.1-160 Central Station AHU - Addition 2]██	2010	\$184,985
Delta Secondary, Campus ID 9109	03.1-170 Heating & Cooling Piping Systems - Original Building	Replace the heating piping.	2010	\$990,990
Delta Secondary, Campus ID 9109	03.1-180 HVAC Pumps - Addition 1	Replace [03.1-180 HVAC Pumps - Addition 1]██Replace heating pumps as part of boiler upgrade.	2010	\$52,853
Delta Secondary, Campus ID 9109	03.1-190 Terminal Units - Addition 1	Replace [03.1-190 Terminal Units - Addition 1]██Evaluate and replace units as part of the upgrade to the h	2010	\$462,462
Delta Secondary, Campus ID 9109	03.1-190 Terminal Units - Addition 2	Replace [03.1-190 Terminal Units - Addition 2]██Evaluate and replace units as part of the heating system	2010	\$132,132
Delta Secondary, Campus ID 9109	03.1-190 Terminal Units - Original Building	Replace [03.1-190 Terminal Units - Original Building]██Evaluate and replace as part of the heating system	2010	\$396,396
Delta Secondary, Campus ID 9109	03.1-200 Gas Piping System - Addition 1	Replace [03.1-200 Gas Piping System - Addition 1]██Evaulate and replace gas piping as required by the b	2010	\$132,132
Delta Secondary, Campus ID 9109	03.1-220 Duct Systems - Addition 1	Replace [03.1-220 Duct Systems - Addition 1]██Repair and replace duct systems are requiried by ventilatio	2010	\$264,264
Delta Secondary, Campus ID 9109	03.1-220 Duct Systems - Addition 2	Replace [03.1-220 Duct Systems - Addition 2]██Repair and replace existing duct systems as part of ventila	2010	\$211,411
Delta Secondary, Campus ID 9109	03.1-220 Duct Systems - Original Building	Replace [03.1-220 Duct Systems - Original Building]██Repair and replace duct systems as part of the vent	2010	\$396,396
Delta Secondary, Campus ID 9109	03.1-250 Ventilation Fans - Addition 1	Replace [03.1-250 Ventilation Fans - Addition 1]██Repair and replace as part of ventilation upgrade.	2010	\$108,348
Delta Secondary, Campus ID 9109	03.1-250 Ventilation Fans - Addition 2	Replace [03.1-250 Ventilation Fans - Addition 2]██Repair and replace ventilation fans as part of the ventila	2010	\$42,282
Delta Secondary, Campus ID 9109	03.1-250 Ventilation Fans - Original Building	Replace [03.1-250 Ventilation Fans - Original Building]██Replace as required by ventilation upgrade.	2010	\$85,886
Delta Secondary, Campus ID 9109	03.1-260 Stacks & Breaching - Addition 1	Replace [03.1-260 Stacks & Breaching - Addition 1]██Replace as part of boiler upgrade.	2010	\$46,246
Delta Secondary, Campus ID 9109	03.2 Control Systems - Addition 1	Replace [03.2 Control Systems - Addition 1]	2010	\$760,285
Delta Secondary, Campus ID 9109	03.2 Control Systems - Addition 2	Replace [03.2 Control Systems - Addition 2]	2010	\$163,739
Delta Secondary, Campus ID 9109	03.3-010 Plumbing Fixtures - Addition 1	Replace [03.3-010 Plumbing Fixtures - Addition 1]	2010	\$693,624
Delta Secondary, Campus ID 9109	03.3-010 Plumbing Fixtures - Addition 2	Replace [03.3-010 Plumbing Fixtures - Addition 2]	2010	\$149,383
Delta Secondary, Campus ID 9109	03.3-010 Plumbing Fixtures - Original Building	Replace [03.3-010 Plumbing Fixtures - Original Building]	2010	\$544,241
Delta Secondary, Campus ID 9109	03.3-050 Plumbing Piping Systems - Addition 1	Replace [03.3-050 Plumbing Piping Systems - Addition 1]	2010	\$809,228
Delta Secondary, Campus ID 9109	03.4-040 Compressed Air Systems - Addition 1	Replace [03.4-040 Compressed Air Systems - Addition 1]██	2010	\$33,033



Appendix E-5  
**ReCAPP Event Listing: Jan 2011 - Jan 2021**

March 17, 2011

Delta Secondary, Campus ID 9109	03.5-030 Specialty Fire Protection Systems - Addition 2	Replace [03.5-030 Specialty Fire Protection Systems - Addition 2]	2010	\$83,038
Delta Secondary, Campus ID 9109	03.5-050 Fire Extinguishers - Original Building	Replace [03.5-050 Fire Extinguishers - Original Building]	2010	\$9,765
Delta Secondary, Campus ID 9109	04.2-010 Secondary Switchgear - Addition 1	Replace [04.2-010 Secondary Switchgear - Addition 1]. Replace variable speed drives in SF 2, 3, and 4	2010	\$50,000
Delta Secondary, Campus ID 9109	04.2-010 Secondary Switchgear - Addition 2	Replace [04.2-010 Secondary Switchgear - Addition 2]	2010	\$15,319
Delta Secondary, Campus ID 9109	04.2-060 Cabling, Raceways & Bus Ducts	Study [04.2-060 Cabling, Raceways & Bus Ducts]Study condition of electrical distribution equipment and	2010	\$79,279
Delta Secondary, Campus ID 9109	04.2-060 Cabling, Raceways & Bus Ducts - Addition 2	Replace [04.2-060 Cabling, Raceways & Bus Ducts - Addition 2]	2010	\$407,901
Delta Secondary, Campus ID 9109	04.2-060 Cabling, Raceways & Bus Ducts - Original Building	Replace [04.2-060 Cabling, Raceways & Bus Ducts - Original Building]	2010	\$1,403,441
Delta Secondary, Campus ID 9109	04.3-020 Exterior Lighting - Addition 1	Replace [04.3-020 Exterior Lighting - Addition 1]	2010	\$20,126
Delta Secondary, Campus ID 9109	04.3-020 Exterior Lighting - Addition 2	Replace [04.3-020 Exterior Lighting - Addition 2]	2010	\$9,340
Delta Secondary, Campus ID 9109	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2010	\$17,830
Delta Secondary, Campus ID 9109	04.3-040 Emergency Lighting - Original Building	Replace [04.3-040 Emergency Lighting - Original Building]	2010	\$158,558
Delta Secondary, Campus ID 9109	04.4 Electrical Service Ground - Addition 1	Replace [04.4 Electrical Service Ground - Addition 1]Replace electrical ground system.	2010	\$43,604
Delta Secondary, Campus ID 9109	04.4 Electrical Service Ground - Addition 2	Replace [04.4 Electrical Service Ground - Addition 2]	2010	\$10,263
Delta Secondary, Campus ID 9109	04.4 Electrical Service Ground - Original Building	Replace [04.4 Electrical Service Ground - Original Building]	2010	\$37,391
Delta Secondary, Campus ID 9109	04.5-040 Communication Systems - Original Building	Replace [04.5-040 Communication Systems - Original Building]	2010	\$261,734
Delta Secondary, Campus ID 9109	04.5-050 Security System - Addition 1	Replace [04.5-050 Security System - Addition 1]	2010	\$170,841
Delta Secondary, Campus ID 9109	04.6-010 Clock Systems - Original Building	Replace [04.6-010 Clock Systems - Original Building]Replace clock system.	2010	\$118,919
Delta Secondary, Campus ID 9109	04.7 Information Technology Systems - Addition 1	Replace [04.7 Information Technology Systems - Addition 1]	2010	\$124,429
Delta Secondary, Campus ID 9109	04.7 Information Technology Systems - Original Building	Replace [04.7 Information Technology Systems - Original Building]	2010	\$97,632
Delta Secondary, Campus ID 9109 - Site	00.1-012 Signage - Site	Replace [00.1-012 Signage - Site]	2011	\$21,161
Delta Secondary, Campus ID 9109 - Site	00.1-014 Site Related Stairs, Plazas & Decks - Site	Replace [00.1-014 Site Related Stairs, Plazas & Decks - Site]	2011	\$50,437
Delta Secondary, Campus ID 9109	01.5-010 Partitions - Original Building	Replace [01.5-010 Partitions - Original Building]	2011	\$766,987
Delta Secondary, Campus ID 9109	03.5-050 Fire Extinguishers - Addition 1	Replace [03.5-050 Fire Extinguishers - Addition 1]	2011	\$50,844
Delta Secondary, Campus ID 9109	04.5-050 Security System - Original Building	Replace [04.5-050 Security System - Original Building]	2011	\$99,016
Delta Secondary, Campus ID 9109	01.5-060C04 Ceramic Wall Tile - Addition 1	Replace [01.5-060C04 Ceramic Wall Tile - Addition 1]	2012	\$122,296
Delta Secondary, Campus ID 9109	01.5-060C04 Ceramic Wall Tile - Original Building	Replace [01.5-060C04 Ceramic Wall Tile - Original Building]	2012	\$96,908
Delta Secondary, Campus ID 9109	03.3-050 Plumbing Piping Systems - Original Building	Replace [03.3-050 Plumbing Piping Systems - Original Building]	2012	\$634,947
Delta Secondary, Campus ID 9109	04.1-010 Primary Switchgear - Addition 2	Replace [04.1-010 Primary Switchgear - Addition 2]	2012	\$20,426
Delta Secondary, Campus ID 9109	04.1-010 Primary Switchgear - Original Building	Replace [04.1-010 Primary Switchgear - Original Building]	2012	\$70,281
Delta Secondary, Campus ID 9109	01.3-035 Exterior Door Hardware - Original Building	Replace [01.3-035 Exterior Door Hardware - Original Building]	2013	\$27,733
Delta Secondary, Campus ID 9109	01.5-020 Millwork - Addition 1	Replace [01.5-020 Millwork - Addition 1]	2013	\$691,638
Delta Secondary, Campus ID 9109	01.5-060C01 Paint Wallcovering	Replace [01.5-060C01 Paint Wallcovering - Original Building]	2013	\$243,350
Delta Secondary, Campus ID 9109	01.5-060C01 Paint Wallcovering	Replace [01.5-060C01 Paint Wallcovering]	2013	\$6,698
Delta Secondary, Campus ID 9109	01.5-060C01 Paint Wallcovering - Addition 2	Replace [01.5-060C01 Paint Wallcovering - Addition 2]	2013	\$72,007
Delta Secondary, Campus ID 9109	01.5-060C02 Vinyl Wallcovering - Addition 1	Replace [01.5-060C02 Vinyl Wallcovering - Addition 1]	2013	\$55,005
Delta Secondary, Campus ID 9109	01.5-060C02 Vinyl Wallcovering - Original Building	Replace [01.5-060C02 Vinyl Wallcovering - Original Building]	2013	\$43,585
Delta Secondary, Campus ID 9109	01.5-060C08 Glazed Wall Coatings - Addition 1	Replace [01.5-060C08 Glazed Wall Coatings - Addition 1]	2013	\$34,395
Delta Secondary, Campus ID 9109	01.5-060C08 Glazed Wall Coatings - Addition 2	Replace [01.5-060C08 Glazed Wall Coatings - Addition 2]	2013	\$10,080
Delta Secondary, Campus ID 9109	01.5-060C08 Glazed Wall Coatings - Original Building	Replace [01.5-060C08 Glazed Wall Coatings - Original Building]	2013	\$27,254
Delta Secondary, Campus ID 9109	01.5-070C04 Carpeting	Replace [01.5-070C04 Carpeting - Original Building]	2013	\$46,510
Delta Secondary, Campus ID 9109	01.5-070C04 Carpeting - Addition 1	Replace [01.5-070C04 Carpeting - Addition 1]	2013	\$72,451
Delta Secondary, Campus ID 9109	01.5-070C04 Carpeting - Addition 2	Replace [01.5-070C04 Carpeting - Addition 2]	2013	\$20,062
Delta Secondary, Campus ID 9109	01.5-070C05 Vinyl Floor Tile - Addition 2	Replace [01.5-070C05 Vinyl Floor Tile - Addition 2]	2013	\$139,291
Delta Secondary, Campus ID 9109	01.5-110 Interior Stairs - Addition 2	Replace [01.5-110 Interior Stairs - Addition 2]	2013	\$21,664
Delta Secondary, Campus ID 9109	03.3-050 Plumbing Piping Systems - Addition 2	Replace [03.3-050 Plumbing Piping Systems - Addition 2]	2014	\$174,281
Delta Secondary, Campus ID 9109 - Site	00.1-018 Stormwater Management Systems - Site	Replace [00.1-018 Stormwater Management Systems - Site]	2015	\$131,204
Delta Secondary, Campus ID 9109	01.3-030 Exterior Doors - Addition 2	Replace [01.3-030 Exterior Doors - Addition 2]	2015	\$53,025
Delta Secondary, Campus ID 9109	01.5-060C06 Wood Paneled Wall Finish - Original Building	Replace [01.5-060C06 Wood Paneled Wall Finish - Original Building]	2015	\$247,029
Delta Secondary, Campus ID 9109	01.5-080C01 Gypsum Board Ceiling - Addition 1	Replace [01.5-080C01 Gypsum Board Ceiling - Addition 1]	2015	\$116,311
Delta Secondary, Campus ID 9109	01.5-080C01 Gypsum Board Ceiling - Original Building	Replace [01.5-080C01 Gypsum Board Ceiling - Original Building]	2015	\$91,261
Delta Secondary, Campus ID 9109	03.1-170 Heating & Cooling Piping Systems - Addition 1	Replace [03.1-170 Heating & Cooling Piping Systems - Addition 1]	2015	\$2,134,228
Delta Secondary, Campus ID 9109	03.1-170 Heating & Cooling Piping Systems - Addition 2	Replace [03.1-170 Heating & Cooling Piping Systems - Addition 2]	2015	\$67,586
Delta Secondary, Campus ID 9109 - Site	00.2-013 Paved Sports & Recreational Spaces - Site	Replace [00.2-013 Paved Sports & Recreational Spaces - Site]	2016	\$38,091
Delta Secondary, Campus ID 9109	01.5-110 Interior Stairs - Addition 1	Replace [01.5-110 Interior Stairs - Addition 1]	2016	\$117,369
Delta Secondary, Campus ID 9109	01.5-110 Interior Stairs - Original Building	Replace [01.5-110 Interior Stairs - Original Building]	2016	\$92,092



Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 301	Replace [01.4 Roofing - Addition 1 - Section 301]	2017	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 302	Replace [01.4 Roofing - Addition 1 - Section 302]	2017	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 303	Replace [01.4 Roofing - Addition 1 - Section 303]	2017	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 304	Replace [01.4 Roofing - Addition 1 - Section 304]	2017	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 305	Replace [01.4 Roofing - Addition 1 - Section 305]	2017	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 306	Replace [01.4 Roofing - Addition 1 - Section 306]	2017	\$58,184
Delta Secondary, Campus ID 9109	01.5-080C03 Lath & Plaster Ceiling - Original Building	Replace [01.5-080C03 Lath & Plaster Ceiling - Original Building]	2017	\$139,591
Delta Secondary, Campus ID 9109 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Site]	2018	\$29,627
Delta Secondary, Campus ID 9109	01.3-035 Exterior Door Hardware - Addition 1	Replace [01.3-035 Exterior Door Hardware - Addition 1]	2018	\$31,310
Delta Secondary, Campus ID 9109	01.3-035 Exterior Door Hardware - Addition 2	Replace [01.3-035 Exterior Door Hardware - Addition 2]	2018	\$14,529
Delta Secondary, Campus ID 9109	01.5-055 Interior Door Hardware	Replace [01.5-055 Interior Door Hardware - Original Building]	2018	\$91,611
Delta Secondary, Campus ID 9109	01.5-055 Interior Door Hardware - Addition 1	Replace [01.5-055 Interior Door Hardware - Addition 1]	2018	\$116,758
Delta Secondary, Campus ID 9109	01.5-055 Interior Door Hardware - Addition 2	Replace [01.5-055 Interior Door Hardware - Addition 2]	2018	\$25,145
Delta Secondary, Campus ID 9109	01.5-070C04 Carpeting - Girls Phyd Ed Office	Replace [01.5-070C04 Carpeting - Girls Phyd Ed Office]	2018	\$1,891
Delta Secondary, Campus ID 9109	01.5-070C04 Carpeting - Music Rm 237	Replace [01.5-070C04 Carpeting - Music Rm 237]	2018	\$13,912
Delta Secondary, Campus ID 9109	01.5-070C05 Vinyl Floor Tile - Original Building - Hallways	Replace [01.5-070C05 Vinyl Floor Tile - Original Building - Hallways]	2018	\$16,748
Delta Secondary, Campus ID 9109	01.5-070C09 Painted/Sealed Concrete Floor - Addition 1	Replace [01.5-070C09 Painted/Sealed Concrete Floor - Addition 1]	2018	\$11,030
Delta Secondary, Campus ID 9109	01.5-080C05 Painted Ceiling Structures	Replace [01.5-080C05 Painted Ceiling Structures - Original Building]	2018	\$252,594
Delta Secondary, Campus ID 9109	01.5-080C05 Painted Ceiling Structures - Addition 1	Replace [01.5-080C05 Painted Ceiling Structures - Addition 1]	2018	\$321,925
Delta Secondary, Campus ID 9109	01.5-080C05 Painted Ceiling Structures - Addition 2	Replace [01.5-080C05 Painted Ceiling Structures - Addition 2]	2018	\$8,667
Delta Secondary, Campus ID 9109	01.5-100 Washroom Accessories - Original Building	Replace [01.5-100 Washroom Accessories - Original Building]	2018	\$66,470
Delta Secondary, Campus ID 9109	03.1-120 Roof Top AHU - Heat&Cool - Addition 2	Replace [03.1-120 Roof Top AHU - Heat&Cool - Addition 2]	2018	\$284,168
Delta Secondary, Campus ID 9109	03.3-030 Domestic Water Heaters - Addition 2	Replace [03.3-030 Domestic Water Heaters - Addition 2]	2018	\$70,000
Delta Secondary, Campus ID 9109	04.1-020 Primary Transformer - Addition 2	Replace [04.1-020 Primary Transformer - Addition 2]	2018	\$20,426
Delta Secondary, Campus ID 9109	04.1-020 Primary Transformer - Original Building	Replace [04.1-020 Primary Transformer - Original Building]	2018	\$70,282
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 101	Replace [01.4 Roofing - Addition 1 - Section 101]	2019	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 102	Replace [01.4 Roofing - Addition 1 - Section 102]	2019	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 103	Replace [01.4 Roofing - Addition 1 - Section 103]	2019	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Addition 1 - Section 502	Replace [01.4 Roofing - Addition 1 - Section 502]	2019	\$58,184
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section 1001	Replace [01.4 Roofing - Original Building - Section 1001]	2019	\$71,016
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section 602	Replace [01.4 Roofing - Original Building - Section 602]	2019	\$71,016
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section 701	Replace [01.4 Roofing - Original Building - Section 701]	2019	\$71,016
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section 801	Replace [01.4 Roofing - Original Building - Section 801]	2019	\$71,016
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section 802	Replace [01.4 Roofing - Original Building - Section 802]	2019	\$71,016
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section 803	Replace [01.4 Roofing - Original Building - Section 803]	2019	\$71,016
Delta Secondary, Campus ID 9109	01.4 Roofing - Original Building - Section 901	Replace [01.4 Roofing - Original Building - Section 901]	2019	\$71,016
Delta Secondary, Campus ID 9109 - Site	00.1-010 Underground Utilities - Site	Replace [00.1-010 Underground Utilities - Site]	2020	\$724,809
Delta Secondary, Campus ID 9109 - Site	00.2-012 Paved Playgrounds - Site	Replace [00.2-012 Paved Playgrounds - Site]	2020	\$21,161
Delta Secondary, Campus ID 9109	01.5-070C01 Ceramic Floor Tile - Addition 1	Replace [01.5-070C01 Ceramic Floor Tile - Addition 1]	2020	\$67,862
Delta Secondary, Campus ID 9109	01.5-070C01 Ceramic Floor Tile - Addition 2	Replace [01.5-070C01 Ceramic Floor Tile - Addition 2]	2020	\$20,306
Delta Secondary, Campus ID 9109	01.5-070C01 Ceramic Floor Tile - Original Building	Replace [01.5-070C01 Ceramic Floor Tile - Original Building]	2020	\$43,565
Delta Secondary, Campus ID 9109	01.5-070C03 Terrazzo - Original Building	Replace [01.5-070C03 Terrazzo - Original Building]	2020	\$70,580
Delta Secondary, Campus ID 9109	01.5-070C11 Marble Floor - Original Building	Replace [01.5-070C11 Marble Floor - Original Building]	2020	\$222,356
				<b>\$24,492,603</b>

-Renewal Needs not completed in Original Implementation Year are carried forward to Current Renewal Year.  
 -Total Estimated Costs has changed to reflect work completed since initial data was gathered.



School	Technical Category	Capital Renewal Description	Projected Implementation Year	Estimated Cost
Glendale, Campus ID 9080 - Site	00.1-010 Underground Utilities - Site	Replace [00.1-010 Underground Utilities - Site]	2010	\$401,506
Glendale, Campus ID 9080 - Site	00.1-012 Signage - Site	Replace [00.1-012 Signage - Site]	2010	\$10,746
Glendale, Campus ID 9080 - Site	00.1-014 Site Related Stairs, Plazas & Decks - Site	Reconstruct/repair concrete stairs around the building.	2010	\$33,033
Glendale, Campus ID 9080 - Site	00.2-010 Paved Parking Lots - Site	Replace [00.2-010 Paved Parking Lots - Site] Reconstruct asphalt paved parking areas.	2010	\$66,066
Glendale, Campus ID 9080 - Site	00.2-014 Paved Walkways - Site	Replace [00.2-014 Paved Walkways - Site] - Reconstruct paved walkways.	2010	\$19,820
Glendale, Campus ID 9080 - Site	00.3-013 Unpaved Sports & Recreational Spaces - Site	Restore unpaved sports and recreational areas.	2010	\$26,426
Glendale, 9080	01.3-030 Exterior Doors	Replace 50% of the exterior doors.	2010	\$52,853
Glendale, 9080	01.3-035 Exterior Door Hardware	Replace exterior door hardware.	2010	\$26,426
Glendale, 9080	01.3-035 Exterior Door Hardware - Original Building - 50%	Replace [01.3-035 Exterior Door Hardware - Original Building - 50%]	2010	\$17,460
Glendale, 9080	01.5-020 Millwork	Replace millwork.	2010	\$330,330
Glendale, 9080	01.5-050 Interior Doors	Replace [01.5-050 Interior Doors] - Replace original interior doors.	2010	\$66,066
Glendale, 9080	01.5-055 Interior Door Hardware - Addition 1	Replace [01.5-055 Interior Door Hardware - Addition 1]	2010	\$28,198
Glendale, 9080	01.5-055 Interior Door Hardware - Original Building	Replace [01.5-055 Interior Door Hardware - Original Building]	2010	\$72,617
Glendale, 9080	01.5-060C08 Glazed Wall Coatings - Addition 1 - washrooms	Replace [01.5-060C08 Glazed Wall Coatings - Addition 1 - washrooms]	2010	\$40,366
Glendale, 9080	01.5-060C08 Glazed Wall Coatings - Original Building - washrooms	Replace [01.5-060C08 Glazed Wall Coatings - Original Building - washrooms]	2010	\$49,881
Glendale, 9080	01.5-070C01 Ceramic Floor Tile - Original Building - urinals	Replace [01.5-070C01 Ceramic Floor Tile - Original Building - urinals]	2010	\$64,934
Glendale, 9080	01.5-070C04 Carpeting - Original Building	Replace [01.5-070C04 Carpeting] - Replace carpet located in library, music room, and guidance room.	2010	\$66,066
Glendale, 9080	01.5-070C05 Vinyl Floor Tile	Replace vinyl floor tiles.	2010	\$264,264
Glendale, 9080	01.5-070C09 Painted/Sealed Concrete Floor - Addition 1 - shops	Replace [01.5-070C09 Painted/Sealed Concrete Floor - Addition 1 - shops]	2010	\$11,271
Glendale, 9080	01.5-070C09 Painted/Sealed Concrete Floor - Original Building	Replace [01.5-070C09 Painted/Sealed Concrete Floor - Original Building - mechanical]	2010	\$9,675
Glendale, 9080	01.5-080C01 Gypsum Board Ceiling - Original Building - some halls	Replace [01.5-080C01 Gypsum Board Ceiling - Original Building - some halls]	2010	\$74,193
Glendale, 9080	01.5-080C05 Painted Ceiling Structures	Restore painted ceiling structure.	2010	\$26,426
Glendale, 9080	01.5-080C07 Acoustic Tile Ceiling	Replace acoustic tile ceiling.	2010	\$46,246
Glendale, 9080	01.5-100 Washroom Accessories	Replace metal partitions in washrooms.	2010	\$52,853
Glendale, 9080	01.5-110 Interior Stairs	Replace [01.5-110 Interior Stairs] - Replace interior stairs.	2010	\$52,853
Glendale, 9080	01.6 Fittings & Equipment	Replace chalkboards.	2010	\$178,378
Glendale, 9080	03.1-160 Central Station AHU	Replace or complete major component repairs on the four central station air handling units.	2010	\$132,132
Glendale, 9080	03.1-170 Heating & Cooling Piping Systems - Original Building	Replace heating piping system based on the results of the condition study to be completed in 2003.	2010	\$264,264
Glendale, 9080	03.1-170 Heating & Cooling Piping Systems - Original Building	Study condition, remaining service life and cost of replacement of the heating piping system.	2010	\$5,285
Glendale, 9080	03.1-190 Terminal Units -	Replace [03.1-190 Terminal Units - Addition 1]	2010	\$198,198
Glendale, 9080	03.2 Control Systems - Addition 1	Replace [03.2 Control Systems - Addition 1]	2010	\$183,617
Glendale, 9080	03.2 Control Systems - Original Building	Replace [03.2 Control Systems - Original Building]	2010	\$472,854
Glendale, 9080	03.3-010 Plumbing Fixtures -	Replace [03.3-010 Plumbing Fixtures - Addition 1]	2010	\$171,772
Glendale, 9080	03.3-050 Plumbing Piping Systems - Addition 1	Replace [03.3-050 Plumbing Piping Systems - Addition 1]	2010	\$200,450
Glendale, 9080	03.3-050 Plumbing Piping Systems - Original Building	Replace [03.3-050 Plumbing Piping Systems - Sanitary piping	2010	\$132,132
Glendale, 9080	03.5-050 Fire Extinguishers - Original Building	Replace [03.5-050 Fire Extinguishers - Original Building]	2010	\$6,607
Glendale, 9080	04.2-060 Cabling, Raceways & Bus Ducts - Original Building	Replace [04.2-060 Cabling, Raceways & Bus Ducts - Original Building]	2010	\$132,132
Glendale, 9080	04.3-020 Exterior Lighting - Addition 1	Replace [04.3-020 Exterior Lighting - Addition 1]	2010	\$15,154
Glendale, 9080	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2010	\$24,319
Glendale, 9080	04.3-040 Emergency Lighting - Original Building	Replace [04.3-040 Emergency Lighting - Original Building]	2010	\$33,033
Glendale, 9080	04.5-010 Fire Alarm System - Original Building	Replace [04.5-010 Fire Alarm System - Original Building]	2010	\$79,279
Glendale, 9080	04.5-040 Communication Systems - Original Building	Replace [04.5-040 Communication Systems - Original Building]	2010	\$212,784
Glendale, 9080	04.5-050 Security System - Original Building	Replace [04.5-050 Security System - Original Building]	2010	\$19,820
Glendale, 9080	04.6-010 Clock Systems - Original Building	Replace [04.6-010 Clock Systems - Original Building]	2010	\$82,327
Glendale, 9080	04.6-020 Automatic Door Devices - Original Building - main entrance	Replace [04.6-020 Automatic Door Devices - Original Building - main entrance]	2010	\$18,576
Glendale, Campus ID 9080 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Site]	2011	\$15,045
Glendale, 9080	01.5-080C01 Gypsum Board Ceiling - Addition 1	Replace [01.5-080C01 Gypsum Board Ceiling - Addition 1]	2011	\$28,810
Glendale, 9080	02.1 Vertical Movement - Addition 1 - stair lifts	02.1 Vertical Movement - Addition 1 - stair lifts	2012	\$6,607
Glendale, 9080	03.1-170 Heating & Cooling Piping Systems - Addition 1	Replace [03.1-170 Heating & Cooling Piping Systems - Addition 1]	2012	\$558,394
Glendale, 9080	03.1-250 Ventilation Fans - Addition 1	Replace [03.1-250 Ventilation Fans - Addition 1]	2012	\$26,450
Glendale, 9080	01.5-090 Window Coverings - Addition 1	Replace [01.5-090 Window Coverings - Addition 1]	2013	\$124,343



Appendix E-5  
ReCAPP Event Listing: Jan 2011 - Jan 2021

March 17, 2011

Glendale, 9080	01.5-090 Window Coverings - Original Building	Replace [01.5-090 Window Coverings - Original Building]	2013	\$199,539
Glendale, 9080	03.1-200 Gas Piping System - Original Building	Replace [03.1-200 Gas Piping System - Original Building]	2013	\$60,182
Glendale, 9080	04.3-040 Emergency Lighting - Addition 1	Replace [04.3-040 Emergency Lighting - Addition 1]	2013	\$32,789
Glendale, 9080	01.5-011 Moveable Partitions - Original Building	Replace [01.5-011 Moveable Partitions - Original Building]	2014	\$37,153
Glendale, 9080	01.5-060C01 Paint Wallcovering - Addition 1	Replace [01.5-060C01 Paint Wallcovering - Addition 1]	2015	\$72,083
Glendale, 9080	01.5-060C01 Paint Wallcovering - Original Building	Replace [01.5-060C01 Paint Wallcovering - Original Building]	2015	\$178,148
Glendale, 9080	01.5-070C04 Carpeting - Original Building	Replace [01.5-070C04 Carpeting - Original Building]	2015	\$63,546
Glendale, 9080	01.5-070C05 Vinyl Floor Tile - Original Building - 30% of floors	Replace [01.5-070C05 Vinyl Floor Tile - Original Building - 30% of floors]	2015	\$206,282
Glendale, 9080	01.5-070C07 Hardwood - Original Building - gym	Replace [01.5-070C07 Hardwood - Original Building - gym]	2015	\$101,325
Glendale, 9080	03.3-030 Domestic Water Heaters - Original Building	Replace [03.3-030 Domestic Water Heaters - Original Building]	2015	\$9,147
Glendale, 9080	03.3-030 Domestic Water Heaters - Original Building	Replace [03.3-030 Domestic Water Heaters - Original Building]	2015	\$9,147
Glendale, 9080	03.3-030 Domestic Water Heaters - Original Building	Replace [03.3-030 Domestic Water Heaters - Original Building]	2015	\$9,147
Glendale, 9080	03.3-040 Plumbing Pumps - Original Building	Replace [03.3-040 Plumbing Pumps - Original Building]	2015	\$18,295
Glendale, 9080	04.2-010 Secondary Switchgear - Addition 1	Replace [04.2-010 Secondary Switchgear - Addition 1]	2015	\$17,889
Glendale, 9080	02.1 Vertical Movement - Addition 1 - stair lifts	02.1 Vertical Movement - Addition 1 - stair lifts	2016	\$7,928
Glendale, 9080	03.1-260 Stacks & Breaching - Addition 1	Replace [03.1-260 Stacks & Breaching - Addition 1]	2016	\$7,213
Glendale, 9080	03.1-260 Stacks & Breaching - Original Building	Replace [03.1-260 Stacks & Breaching - Original Building]	2016	\$10,105
Glendale, 9080	03.3-030 Domestic Water Heaters - Original Building	Replace [03.3-030 Domestic Water Heaters - Original Building]	2016	\$9,147
Glendale, 9080	03.3-030 Domestic Water Heaters - Original Building	Replace [03.3-030 Domestic Water Heaters - Original Building]	2016	\$9,147
Glendale, 9080	03.3-030 Domestic Water Heaters - Original Building	Replace [03.3-030 Domestic Water Heaters - Original Building]	2016	\$9,147
Glendale, 9080	03.5-010 Standpipe Systems - Original Building	Replace [03.5-010 Standpipe Systems - Original Building]	2016	\$166,062
Glendale, 9080	04.3-010 Interior Lighting - Original Building - ALL CLASSROOMS	Replace [04.3-010 Interior Lighting - Original Building - ALL CLASSROOMS]	2016	\$300,037
Glendale, 9080	04.7 Information Technology Systems - Addition 1	Replace [04.7 Information Technology Systems - Addition 1]	2017	\$15,630
Glendale, 9080	04.7 Information Technology Systems - Original Building	Replace [04.7 Information Technology Systems - Original Building]	2017	\$40,249
Glendale, 9080	01.3-035 Exterior Door Hardware - Addition 1	Replace [01.3-035 Exterior Door Hardware - Addition 1]	2018	\$21,759
Glendale, 9080	01.5-070C04 Carpeting - Various	Replace [01.5-070C04 Carpeting - Stud Servi office, main office, co-op office, guidance office]	2018	\$6,268
Glendale, 9080	01.5-080C05 Painted Ceiling Structures - Addition 1	Replace [01.5-080C05 Painted Ceiling Structures - Addition 1]	2018	\$6,645
Glendale, 9080	01.5-080C05 Painted Ceiling Structures - Original Building	Replace [01.5-080C05 Painted Ceiling Structures - Original Building]	2018	\$17,112
Glendale, 9080	01.5-100 Washroom Accessories - Addition 1	Replace [01.5-100 Washroom Accessories - Addition 1]	2018	\$20,985
Glendale, 9080	01.5-100 Washroom Accessories - Original Building	Replace [01.5-100 Washroom Accessories - Original Building]	2018	\$54,041
Glendale, 9080	03.1-010 (HW/S) Boilers - Original Building - DHW	Replace [03.1-010 (HW/S) Boilers - Original Building - DHW]	2018	\$36,824
Glendale, 9080	03.1-010 (HW/S) Boilers - Original Building - HVAC	Replace [03.1-010 (HW/S) Boilers - Original Building - HVAC]	2018	\$36,824
Glendale, 9080	03.1-010 (HW/S) Boilers - Original Building - HVAC	Replace [03.1-010 (HW/S) Boilers - Original Building - HVAC]	2018	\$36,824
Glendale, 9080	03.1-010 (HW/S) Boilers - Original Building - HVAC	Replace [03.1-010 (HW/S) Boilers - Original Building - HVAC]	2018	\$36,824
Glendale, 9080	03.1-010 (HW/S) Boilers - Original Building - HVAC	Replace [03.1-010 (HW/S) Boilers - Original Building - HVAC]	2018	\$36,824
Glendale, 9080	03.3-010 Plumbing Fixtures - Original Building	Replace [03.3-010 Plumbing Fixtures - Original Building]	2018	\$442,456
Glendale, 9080	01.5-050 Interior Doors - Addition 1	Replace [01.5-050 Interior Doors - Addition 1]	2020	\$74,759
Glendale, 9080	01.5-080C02 Suspended Acoustic Panel Ceiling - Addition 1	Replace [01.5-080C02 Suspended Acoustic Panel Ceiling - Addition 1]	2020	\$264,934
Glendale, 9080	01.5-080C02 Suspended Acoustic Panel Ceiling - Original Building	Replace [01.5-080C02 Suspended Acoustic Panel Ceiling - Original Building]	2020	\$682,261
Glendale, 9080	02.1 Vertical Movement - Original Building - elevator	02.1 Vertical Movement - Original Building - elevator	2020	\$46,246
Glendale, 9080	03.1-180 HVAC Pumps - Addition 1	Replace [03.1-180 HVAC Pumps - Addition 1]	2020	\$8,197
Glendale, 9080	03.1-180 HVAC Pumps - Original Building	Replace [03.1-180 HVAC Pumps - Original Building]	2020	\$11,484
Glendale, 9080	03.1-190 Terminal Units - Original Building	Replace [03.1-190 Terminal Units - Original Building]	2020	\$290,612
Glendale, 9080	04.3-010 Interior Lighting - Addition 1 - classrooms	Replace [04.3-010 Interior Lighting - Addition 1 - classrooms]	2020	\$116,509
				<b>\$9,071,062</b>

-Renewal Needs not completed in Original Implementation Year are carried forward to Current Renewal Year.  
 -Total Estimated Costs has changed to reflect work completed since initial data was gathered.



School	Technical Category	Capital Renewal Description	Projected Implementation Year	Estimated Cost
Orchard Park SS, Campus ID 8328 - Site	00.1-011 Aboveground Utilities - Site	Replace [00.1-011 Aboveground Utilities - Site] - aboveground hydro line to the building.	2010	\$19,820
Orchard Park SS, Campus ID 8328 - Site	00.1-012 Signage - Site	Replace [00.1-012 Signage - Site] on the front facade of the building.	2010	\$13,213
Orchard Park SS, Campus ID 8328 - Site	00.1-014 Site Related Stairs, Plazas & Decks - Site	Replace [00.1-014 Site Related Stairs, Plazas & Decks - Site]	2010	\$30,838
Orchard Park SS, Campus ID 8328 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Site]	2010	\$19,820
Orchard Park SS, Campus ID 8328 - Site	00.1-017 Site Improvements	Replace chain link fence - security fence to the workshop area.	2010	\$33,033
Orchard Park SS, Campus ID 8328 - Site	00.1-018 Stormwater Management Systems	Reconstruct/remediate to minimize future ponding of water.	2010	\$79,279
Orchard Park SS, Campus ID 8328 - Site	00.1-018 Stormwater Management Systems	Study to manage the flooding on the south paved areas.	2010	\$6,607
Orchard Park SS, Campus ID 8328 - Site	00.2-010 Paved Parking Lots - Site	Replace [00.2-010 Paved Parking Lots - Site]	2010	\$277,477
Orchard Park SS, Campus ID 8328 - Site	00.2-011 Paved Roadway - Site	Replace [00.2-011 Paved Roadway - Site] to the south and east of the building.	2010	\$52,853
Orchard Park SS, Campus ID 8328 - Site	00.2-014 Paved Walkways - Site	Replace [00.2-014 Paved Walkways - Site] - concrete walkway to the front of the building.	2010	\$26,426
Orchard Park SS, 8328	01.3-030 Exterior Doors - Original Building	Approximately 12 exterior doors- generally metal (aluminum) doors with glazing.	2010	\$85,886
Orchard Park SS, 8328	01.3-035 Exterior Door Hardware - Original Building	Replace [01.3-035 Exterior Door Hardware - Original Building] - the original door hardware.	2010	\$39,640
Orchard Park SS, 8328	01.4 Roofing	Replace modified bitumen roof above the main entrance canopy.	2010	\$33,033
Orchard Park SS, 8328	01.5-011 Moveable Partitions - Original Building	Replace [01.5-011 Moveable Partitions - Original Building] located in the double gymnasium.	2010	\$105,706
Orchard Park SS, 8328	01.5-020 Millwork - Original Building	Replace [01.5-020 Millwork - Original Building] - in the classroom and laboratories.	2010	\$330,330
Orchard Park SS, 8328	01.5-050 Interior Doors - Original Building	Replace [01.5-050 Interior Doors - Original Building] wooden classroom doors and metal hallway doors	2010	\$264,264
Orchard Park SS, 8328	01.5-055 Interior Door Hardware - Original Building	Replace [01.5-055 Interior Door Hardware - Original Building] - door locks and closures.	2010	\$105,706
Orchard Park SS, 8328	01.5-060C02 Vinyl Wallcovering - Original Building	Replace [01.5-060C02 Vinyl Wallcovering - Original Building]	2010	\$80,406
Orchard Park SS, 8328	01.5-060C05 Acoustic Wall Treatment - Original Building	Replace [01.5-060C05 Acoustic Wall Treatment - Original Building] - in the double gymnasium.	2010	\$39,640
Orchard Park SS, 8328	01.5-060C08 Glazed Wall Coatings - Original Building	Replace [01.5-060C08 Glazed Wall Coatings - Original Building]	2010	\$50,279
Orchard Park SS, 8328	01.5-070C03 Terrazzo	Repair observed cracks on the terrazzo floor.	2010	\$13,213
Orchard Park SS, 8328	01.5-070C04 Carpeting - Original Building	Replace [01.5-070C04 Carpeting - Original Building] - music room, library, and student service room.	2010	\$79,279
Orchard Park SS, 8328	01.5-070C05 Vinyl Floor Tile - Original Building	Replace [01.5-070C05 Vinyl Floor Tile - Original Building] - 9x9 vinyl floor tiles in the classrooms.	2010	\$607,807
Orchard Park SS, 8328	01.5-070C09 Painted/Sealed Concrete Floor - Original Building	mechanical room and shop clusters.	2010	\$19,820
Orchard Park SS, 8328	01.5-080C01 Gypsum Board Ceiling - Original Building	Replace [01.5-080C01 Gypsum Board Ceiling - Original Building]	2010	\$105,706
Orchard Park SS, 8328	01.5-080C02 Suspended Acoustic Panel Ceiling - Original Building	hallways and classrooms on the 1st floor.	2010	\$541,741
Orchard Park SS, 8328	01.5-080C07 Acoustic Tile Ceiling - Original Building	Replace [01.5-080C07 Acoustic Tile Ceiling - Original Building] in the stairwells.	2010	\$39,640
Orchard Park SS, 8328	01.5-090 Window Coverings - Original Building	Replace [01.5-090 Window Coverings - Original Building]	2010	\$247,010
Orchard Park SS, 8328	01.5-100 Washroom Accessories - Original Building	Replace [01.5-100 Washroom Accessories - Original Building] - 5 clusters of boys and girls washrooms	2010	\$99,099
Orchard Park SS, 8328	01.5-110 Interior Stairs - Original Building	Replace [01.5-110 Interior Stairs - Original Building]	2010	\$114,729
Orchard Park SS, 8328	01.6 Fittings & Equipment - Original Building	Indicated that the lockers in the technical rooms and on 2nd floor were restored in 2002 (approximately	2010	\$145,345
Orchard Park SS, 8328	03.1-170 Heating & Cooling Piping Systems - Original Building	Replace [03.1-170 Heating & Cooling Piping Systems - Original Building]	2010	\$903,248
Orchard Park SS, 8328	03.1-250 Ventilation Fans - Original Building	Replace [03.1-250 Ventilation Fans - Original Building] - the building has 50 exhaust fans for ventilation	2010	\$79,279
Orchard Park SS, 8328	03.3-040 Plumbing Pumps - Original Building	Replace [03.3-040 Plumbing Pumps - Original Building]	2010	\$6,607
Orchard Park SS, 8328	03.3-050 Plumbing Piping Systems - Original Building	Replace ( 03.3-050 Plumbing Pinping Systems - Original Building)	2010	\$660,660
Orchard Park SS, 8328	03.3-050 Plumbing Piping Systems - Original Building	Plumbing Pinping System is original to the time of commissioning.	2010	\$6,607
Orchard Park SS, 8328	04.1-010 Primary Switchgear - Original Building	Replace [04.1-010 Primary Switchgear - Original Building]	2010	\$90,335
Orchard Park SS, 8328	04.2-010 Secondary Switchgear - Original Building	Replace [04.2-010 Secondary Switchgear - Original Building]	2010	\$59,459
Orchard Park SS, 8328	04.2-020 Secondary Transformer	Replacement of secondary transformer.	2010	\$105,706
Orchard Park SS, 8328	04.2-060 Cabling, Raceways & Bus Ducts - Original Building	Replace [04.2-060 Cabling, Raceways & Bus Ducts - Original Building]	2010	\$990,990
Orchard Park SS, 8328	04.2-060 Cabling, Raceways & Bus Ducts - Original Building	Study [04.2-060 Cabling, Raceways & Bus Ducts - Original Building]	2010	\$6,607
Orchard Park SS, 8328	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2010	\$85,886
Orchard Park SS, 8328	04.3-040 Emergency Lighting - Original Building	Individual battery back up units and hardwires lamps to a main battery supply. Approximately 50% of th	2010	\$33,033
Orchard Park SS, 8328	04.6-010 Clock Systems - Original Building	Replace [04.6-010 Clock Systems - Original Building] - central clock system.	2010	\$59,459
Orchard Park SS, 8328	01.5-060C01 Paint Wallcovering - Original Building	Replace [01.5-060C01 Paint Wallcovering - Original Building]	2012	\$269,352
Orchard Park SS, 8328	03.5-050 Fire Extinguishers - Original Building	Replace [03.5-050 Fire Extinguishers - Original Building]	2012	\$11,861
Orchard Park SS, 8328	01.5-070C04 Carpeting - Original Building	Replace [01.5-070C04 Carpeting - Original Building]	2013	\$146,069
Orchard Park SS, 8328	04.1-020 Primary Transformer - Original Building	Replace [04.1-020 Primary Transformer - Original Building]	2013	\$97,285
Orchard Park SS, 8328	01.5-080C05 Painted Ceiling Structures - Original Building	Replace [01.5-080C05 Painted Ceiling Structures - Original Building]	2014	\$26,224
Orchard Park SS, Campus ID 8328 - Site	00.1-010 Underground Utilities - Site	Replace [00.1-010 Underground Utilities - Site]	2015	\$443,173
Orchard Park SS, 8328	04.5-010 Fire Alarm System - Original Building	Replace [04.5-010 Fire Alarm System - Original Building]	2015	\$204,658



Orchard Park SS, 8328	04.5-040 Communication Systems - Original Building	Replace [04.5-040 Communication Systems - Original Building]	2015	\$326,073
Orchard Park SS, 8328	04.5-050 Security System - Original Building	Replace [04.5-050 Security System - Original Building]	2015	\$123,356
Orchard Park SS, 8328	01.5-070C07 Hardwood - Original Building	Replace [01.5-070C07 Hardwood - Original Building]	2016	\$232,909
Orchard Park SS, 8328	04.7 Information Technology Systems - Original Building	Replace [04.7 Information Technology Systems - Original Building]	2017	\$61,678
Orchard Park SS, Campus ID 8328 - Site	00.3-013 Unpaved Sports & Recreational Spaces - Site	Replace [00.3-013 Unpaved Sports & Recreational Spaces - Site]	2018	\$52,082
Orchard Park SS, 8328	01.4 Roofing - Addition 2	Replace [01.4 Roofing - Addition 2]	2018	\$19,582
Orchard Park SS, 8328	01.5-070C04 Carpeting - Music room	Replace [01.5-070C04 Carpeting - Music room]	2018	\$5,701
Orchard Park SS, 8328	01.5-070C09 Painted/Sealed Concrete Floor - Original Building	Replace [01.5-070C09 Painted/Sealed Concrete Floor - Original Building]	2018	\$22,239
Orchard Park SS, 8328	03.2 Control Systems - Original Building	Replace [03.2 Control Systems - Original Building]	2018	\$724,605
Orchard Park SS, 8328	03.1-220 Duct Systems - Original Building	Replace [03.1-220 Duct Systems - Original Building]	2020	\$1,496,793
Orchard Park SS, 8328	04.3-010 Interior Lighting - Addition 2	Replace [04.3-010 Interior Lighting - Addition 2]	2020	\$10,444
Orchard Park SS, 8328	04.3-010 Interior Lighting - Original Building - 50%	Replace [04.3-010 Interior Lighting - Original Building - 50%]	2020	\$459,780
Orchard Park SS, 8328	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2020	\$30,105
Orchard Park SS, 8328	04.6-020 Automatic Door Devices - Original Building	Replace [04.6-020 Automatic Door Devices - Original Building]	2020	\$28,467
				<b>\$11,587,957</b>

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-Total Estimated Costs has changed to reflect work completed since initial data was gathered.



School	Technical Category	Capital Renewal Description	Projected Implementation Year	Estimated Cost
Parkview, Campus ID 9123 - Site	00.1-014 Site Related Stairs, Plazas & Decks - Site	Replace [00.1-014 Site Related Stairs, Plazas & Decks - Site]	2010	\$13,138
Parkview, Campus ID 9123 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Site]	2010	\$13,213
Parkview, Campus ID 9123 - Site	00.2-010 Paved Parking Lots - Site	Replace [00.2-010 Paved Parking Lots - Site]	2010	\$59,459
Parkview, Campus ID 9123 - Site	00.2-011 Paved Roadway - Site	Replace [00.2-011 Paved Roadway - Site]	2010	\$26,426
Parkview, 9123	01.3-030 Exterior Doors	Replace exterior door at original and Addition 1	2010	\$79,279
Parkview, 9123	01.3-035 Exterior Door Hardware	Replacement of exterior door hardware at original and addition 1	2010	\$39,640
Parkview, 9123	01.3-040 Windows	Replacement of windows in original and Addition 1	2010	\$330,330
Parkview, 9123	01.5-020 Millwork	Replace millwork in original building and addition 1	2010	\$264,264
Parkview, 9123	01.5-050 Interior Doors	Replacement of interior doors at original building and addition 1	2010	\$105,706
Parkview, 9123	01.5-055 Interior Door Hardware	Replacement of interior door hardware	2010	\$46,246
Parkview, 9123	01.5-060C01 Paint Wallcovering	Restore paint wallcovering of original building and Addiiton 1	2010	\$118,919
Parkview, 9123	01.5-070C02 Quarry Tile - Addition 1	Replace [01.5-070C02 Quarry Tile - Addition 1]	2010	\$55,232
Parkview, 9123	01.5-070C02 Quarry Tile - Original Building	Replace [01.5-070C02 Quarry Tile - Original Building]	2010	\$100,216
Parkview, 9123	01.5-070C05 Vinyl Floor Tile	Replacement of vinyl floor tiles	2010	\$264,264
Parkview, 9123	01.5-070C09 Painted/Sealed Concrete Floor - Original Building	Replace [01.5-070C09 Painted/Sealed Concrete Floor - Original Building]	2010	\$19,820
Parkview, 9123	01.5-080C02 Suspended Acoustic Panel Ceiling	Replace suspended acoustic panel ceilings in original and addition 1	2010	\$396,396
Parkview, 9123	01.5-080C05 Painted Ceiling Structures - Original Building	Replace [01.5-080C05 Painted Ceiling Structures - Original Building]	2010	\$19,820
Parkview, 9123	01.5-080C07 Acoustic Tile Ceiling	Replaced acoustic tile ceiling of original buidling and Addition 1	2010	\$66,066
Parkview, 9123	01.5-100 Washroom Accessories	Replacement of washroom partitions	2010	\$33,033
Parkview, 9123	01.5-110 Interior Stairs - Original Building	Replace [01.5-110 Interior Stairs - Original Building]	2010	\$33,033
Parkview, 9123	01.6 Fittings & Equipment	Replace lockers	2010	\$52,853
Parkview, 9123	03.1-010 (HW/S) Boilers - Original Building - HVAC	Replacement of one hot water fire tube boiler.	2010	\$105,706
Parkview, 9123	03.1-160 Central Station AHU - Original Building	Replacement of one central station AHU.	2010	\$39,640
Parkview, 9123	03.1-170 Heating Piping Systems	Replacement of heating piping systems.	2010	\$264,264
Parkview, 9123	03.1-170 Heating Piping Systems	Study to replace heating piping system.□□	2010	\$6,607
Parkview, 9123	03.1-180 HVAC Pumps - Original Building	Replacement of six hot water circulation pumps.	2010	\$13,213
Parkview, 9123	03.1-190 Terminal Units	Replacement of terminal units	2010	\$66,066
Parkview, 9123	03.1-200 Gas Piping System - Original Building	Replacement of gas piping system.	2010	\$33,033
Parkview, 9123	03.1-240 Make-Up AHU	Replacement of three make up AHUs	2010	\$26,426
Parkview, 9123	03.1-250 Ventilation Fans	Replacement of forty exhaust fans.	2010	\$66,066
Parkview, 9123	03.1-260 Stacks & Breaching - Original Building	Replacement of stack and breaching of one boiler.	2010	\$13,213
Parkview, 9123	03.2 Control Systems	Replacement of control systems.	2010	\$105,706
Parkview, 9123	03.3-010 Plumbing Fixtures	Replacement of plumbing fixtures of four washrooms and bradley basins of tech shops.	2010	\$79,279
Parkview, 9123	03.3-030 Domestic Water Heaters	Replacement of one domestic water heater with water storage tank.	2010	\$39,640
Parkview, 9123	03.3-040 Plumbing Pumps - Original Building	Replace [03.3-040 Plumbing Pumps - Original Building]	2010	\$7,699
Parkview, 9123	03.3-050 Plumbing Piping Systems	Replacement of plumbing piping systems	2010	\$330,330
Parkview, 9123	03.3-050 Plumbing Piping Systems	Study to replace plumbing piping systems.	2010	\$6,607
Parkview, 9123	04.1-020 Primary Transformer - Original Building	Replace [04.1-020 Primary Transformer - Original Building]	2010	\$28,239
Parkview, 9123	04.2-010 Secondary Switchgear - Original Building	Replacement of secondary switchgear.	2010	\$59,459
Parkview, 9123	04.2-020 Secondary Transformer - Original Building	Replacement of secondary transformer.	2010	\$52,853
Parkview, 9123	04.2-060 Cabling, Raceways & Bus Ducts	Replacement of cabling, raceways & bus ducts.	2010	\$330,330
Parkview, 9123	04.2-060 Cabling, Raceways & Bus Ducts	Study to replace cabling, raceways & bus ducts.□□□□	2010	\$6,607
Parkview, 9123	04.3-020 Exterior Lighting	Replacement of exterior lighting.	2010	\$26,426
Parkview, 9123	04.3-030 Exit Lighting - Original Building	Replacement of exit lighting through out the building.	2010	\$19,820
Parkview, 9123	04.3-040 Emergency Lighting	Replacement of emergency lighting.	2010	\$33,033
Parkview, 9123	04.5-010 Fire Alarm System - Original Building	Replacement of fire alarm system (Field units only).	2010	\$33,033
Parkview, 9123	04.5-040 Communication Systems - Original Building	Replacement of front end of communication system.	2010	\$59,459
Parkview, 9123	04.5-050 Security System - Original Building	Replacement of security system.	2010	\$46,246
Parkview, 9123	01.5-060C08 Glazed Wall Coatings - Addition 1	Replace [01.5-060C08 Glazed Wall Coatings - Addition 1]	2011	\$23,893
Parkview, 9123	03.1-010 (HW/S) Boilers - Original Building - DHW	Replace [03.1-010 (HW/S) Boilers - Original Building - DHW]	2011	\$94,723
Parkview, Campus ID 9123 - Site	00.1-010 Underground Utilities - Site	Replace [00.1-010 Underground Utilities - Site]	2012	\$188,797



Parkview, 9123	01.5-060C04 Ceramic Wall Tile - Original Building	Replace [01.5-060C04 Ceramic Wall Tile - Original Building]	2012	\$86,450
Parkview, 9123	01.5-090 Window Coverings - Original Building	Replace [01.5-090 Window Coverings - Original Building]	2012	\$158,543
Parkview, 9123	01.5-110 Interior Stairs - Addition 1	Replace [01.5-110 Interior Stairs - Addition 1]	2012	\$17,366
Parkview, 9123	01.5-060C01 Paint Wallcovering - Addition 1	Replace [01.5-060C01 Paint Wallcovering - Addition 1]	2013	\$42,665
Parkview, 9123	01.5-060C01 Paint Wallcovering - Original Building	Replace [01.5-060C01 Paint Wallcovering - Original Building]	2013	\$79,599
Parkview, 9123	01.5-060C08 Glazed Wall Coatings - Addition 1	Replace [01.5-060C08 Glazed Wall Coatings - Addition 1]	2013	\$23,893
Parkview, 9123	01.5-060C08 Glazed Wall Coatings - Original Building	Replace [01.5-060C08 Glazed Wall Coatings - Original Building]	2013	\$22,288
Parkview, 9123	01.5-080C07 Acoustic Tile Ceiling - Original Building	Replace [01.5-080C07 Acoustic Tile Ceiling - Original Building]	2014	\$10,187
Parkview, 9123	03.1-170 Heating & Cooling Piping Systems - Addition 1	Replace [03.1-170 Heating & Cooling Piping Systems - Addition 1]	2014	\$333,547
Parkview, 9123	04.1-010 Primary Switchgear - Original Building	Replace [04.1-010 Primary Switchgear - Original Building]	2014	\$26,222
Parkview, 9123	04.5-010 Fire Alarm System - Original Building	Replace [04.5-010 Fire Alarm System - Original Building]	2015	\$56,208
Parkview, 9123	03.1-220 Duct Systems - Original Building	Replace [03.1-220 Duct Systems - Original Building]	2017	\$533,520
Parkview, 9123	04.7 Information Technology Systems - Original Building	Replace [04.7 Information Technology Systems - Original Building]	2017	\$16,939
Parkview, 9123	01.3-035 Exterior Door Hardware - Addition 1	Replace [01.3-035 Exterior Door Hardware - Addition 1]	2018	\$23,784
Parkview, 9123	01.3-035 Exterior Door Hardware - Original Building	Replace [01.3-035 Exterior Door Hardware - Original Building]	2018	\$18,497
Parkview, 9123	01.5-055 Interior Door Hardware - Addition 1	Replace [01.5-055 Interior Door Hardware - Addition 1]	2018	\$16,844
Parkview, 9123	01.5-055 Interior Door Hardware - Original Building	Replace [01.5-055 Interior Door Hardware - Original Building]	2018	\$30,562
Parkview, 9123	01.5-100 Washroom Accessories - Addition 1	Replace [01.5-100 Washroom Accessories - Addition 1]	2018	\$12,535
Parkview, 9123	01.5-100 Washroom Accessories - Original Building	Replace [01.5-100 Washroom Accessories - Original Building]	2018	\$22,744
Parkview, 9123	03.2 Control Systems - Addition 1	Replace [03.2 Control Systems - Addition 1]	2018	\$109,681
Parkview, 9123	03.2 Control Systems - Original Building	Replace [03.2 Control Systems - Original Building]	2018	\$199,009
Parkview, 9123	04.3-020 Exterior Lighting - Addition 1	Replace [04.3-020 Exterior Lighting - Addition 1]	2018	\$16,564
Parkview, 9123	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2018	\$12,882
Parkview, 9123	03.1-160 Central Station AHU - Addition 1 - gym	Replace [03.1-160 Central Station AHU - Addition 1 - gym]	2019	\$135,371
Parkview, 9123	03.1-160 Central Station AHU - Original Building	Replace [03.1-160 Central Station AHU - Original Building]	2019	\$392,000
				<b>\$6,741,666</b>

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School	Technical Category	Capital Renewal Description	Projected Implementation Year	Estimated Cost
Sir John A Macdonald SS, Campus ID 9147 - Site	00.1-011 Aboveground Utilities - Site	Replace [00.1-011 Aboveground Utilities - Site]	2010	\$16,125
Sir John A Macdonald SS, Campus ID 9147 - Site	00.1-012 Signage - Site	Replace [00.1-012 Signage - Site]	2010	\$3,964
Sir John A Macdonald SS, Campus ID 9147 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Site] at south side of building.	2010	\$10,571
Sir John A Macdonald SS, Campus ID 9147 - Site	00.2-014 Paved Walkways - Site	Replace [00.2-014 Paved Walkways - Site]	2010	\$26,426
Sir John A Macdonald SS, Campus ID 9147 - Site	00.3-013 Unpaved Sports & Recreational Spaces - Site	To the west side of the building.	2010	\$39,640
Sir John A Macdonald SS, 9147	01.3-030 Exterior Doors	Replace exterior doors. There are 8 double doors and 6 single doors.	2010	\$72,673
Sir John A Macdonald SS, 9147	01.3-035 Exterior Door Hardware	Replace exterior door hardware along with exterior door.	2010	\$26,426
Sir John A Macdonald SS, 9147	01.3-040 Windows - Original Building	Replace [01.3-040 Windows - Original Building]	2010	\$1,267,160
Sir John A Macdonald SS, 9147	01.4 Roofing - Original Building	Sections 602, 603, 604, 606, 801, 802, 901, 902, 903	2010	\$453,071
Sir John A Macdonald SS, 9147	01.5-011 Moveable Partitions - Original Building	Replace [01.5-011 Moveable Partitions - Original Building]	2010	\$99,099
Sir John A Macdonald SS, 9147	01.5-020 Millwork - Original Building	Replace [01.5-020 Millwork - Original Building]	2010	\$919,072
Sir John A Macdonald SS, 9147	01.5-050 Interior Doors	Replace interior doors.	2010	\$132,132
Sir John A Macdonald SS, 9147	01.5-055 Interior Door Hardware	Replace interior door hardware along with interior door.	2010	\$46,246
Sir John A Macdonald SS, 9147	01.5-060C01 Paint Wallcovering	Replace painted wall coverings in the school.	2010	\$330,330
Sir John A Macdonald SS, 9147	01.5-060C05 Acoustic Wall Treatment - Original Building	Room 112 of the music room.	2010	\$26,426
Sir John A Macdonald SS, 9147	01.5-060C06 Wood Paneled Wall Finish - Original Building	Replace [01.5-060C06 Wood Paneled Wall Finish - Original Building]	2010	\$1,039,539
Sir John A Macdonald SS, 9147	01.5-070C03 Terrazzo	Repair cracks in terrazzo flooring in hallways. Approximately 15 long and deep cracks.	2010	\$19,820
Sir John A Macdonald SS, 9147	01.5-070C04 Carpeting	Replace all carpeting in the school.	2010	\$171,772
Sir John A Macdonald SS, 9147	01.5-070C05 Vinyl Floor Tile	Replace 12x12 vinyl floor tiles in the school.	2010	\$792,792
Sir John A Macdonald SS, 9147	01.5-070C07 Hardwood - Original Building	Replace [01.5-070C07 Hardwood - Original Building]	2010	\$316,163
Sir John A Macdonald SS, 9147	01.5-070C09 Painted/Sealed Concrete Floor - Original Building	In the auto shop, boiler room, change rooms.	2010	\$6,607
Sir John A Macdonald SS, 9147	01.5-080C01 Gypsum Board Ceiling - Original Building	Replace [01.5-080C01 Gypsum Board Ceiling - Original Building]	2010	\$231,502
Sir John A Macdonald SS, 9147	01.5-080C02 Suspended Acoustic Panel Ceiling	Replace suspended drop panel ceiling tiles in the school.	2010	\$1,149,548
Sir John A Macdonald SS, 9147	01.5-090 Window Coverings - Original Building	Replace [01.5-090 Window Coverings - Original Building]	2010	\$132,132
Sir John A Macdonald SS, 9147	01.5-100 Washroom Accessories	Replace washroom accessories. There are 10 sets of girls and boys washrooms.	2010	\$211,411
Sir John A Macdonald SS, 9147	01.6 Fittings & Equipment - Original Building	Including the 2 sets of bleachers in the double gymnasium.	2010	\$66,066
Sir John A Macdonald SS, 9147	03.1-010 (HW/S) Boilers	Replace 03.1-010 (HW/S) Boilers	2010	\$158,558
Sir John A Macdonald SS, 9147	03.1-010 (HW/S) Boilers - Original Building - Dom. Hot Water	Replace [03.1-010 (HW/S) Boilers - Original Building - Dom. Hot Water]	2010	\$991,867
Sir John A Macdonald SS, 9147	03.1-070 (CWC) Chillers - Original Building	Replace [03.1-070 (CWC) Chillers - Original Building]	2010	\$198,198
Sir John A Macdonald SS, 9147	03.1-080 (CWC) Cooling Towers - Original Building	Replace [03.1-080 (CWC) Cooling Towers - Original Building]	2010	\$105,706
Sir John A Macdonald SS, 9147	03.1-160 Central Station AHU - Original Building	Replace [03.1-160 Central Station AHU - Original Building]	2010	\$902,067
Sir John A Macdonald SS, 9147	03.1-160 Central Station AHU - Original Building	Replace [03.1-160 Central Station AHU - Original Building]	2010	\$902,067
Sir John A Macdonald SS, 9147	03.1-170 Heating & Cooling Piping Systems - Original Building	Replace 15.3 Heating and Cooling Pipes	2010	\$264,264
Sir John A Macdonald SS, 9147	03.1-170 Heating & Cooling Piping Systems - Original Building	Study the heating and cooling piping.	2010	\$6,607
Sir John A Macdonald SS, 9147	03.1-180 HVAC Pumps - Original Building	Replace [03.1-180 HVAC Pumps - Original Building]-hot water heating pump	2010	\$2,643
Sir John A Macdonald SS, 9147	03.1-200 Gas Piping System - Original Building	Replace [03.1-200 Gas Piping System - Original Building]	2010	\$167,867
Sir John A Macdonald SS, 9147	03.1-260 Stacks & Breaching - Original Building	Replace [03.1-260 Stacks & Breaching - Original Building]	2010	\$54,440
Sir John A Macdonald SS, 9147	03.3-010 Plumbing Fixtures - Original Building	5 washroom clusters ,15 water fountains and 10 staff washrooms	2010	\$237,838
Sir John A Macdonald SS, 9147	03.3-050 Plumbing Piping Systems - Original Building	Replace 03.3-050 Plumbing Piping Systems	2010	\$198,198
Sir John A Macdonald SS, 9147	03.3-050 Plumbing Piping Systems - Original Building	Study the plumbing piping system in the original building and first addition.	2010	\$6,607
Sir John A Macdonald SS, 9147	03.4-040 Compressed Air Systems - Original Building	Replace [03.4-040 Compressed Air Systems - Original Building]	2010	\$40,985
Sir John A Macdonald SS, 9147	03.5-050 Fire Extinguishers - Original Building	Replace [03.5-050 Fire Extinguishers - Original Building]	2010	\$16,374
Sir John A Macdonald SS, 9147	04.2-010 Secondary Switchgear - Original Building	Replace [04.2-010 Secondary Switchgear - Original Building]	2010	\$99,737
Sir John A Macdonald SS, 9147	04.2-020 Secondary Transformer - Original Building	Replace [04.2-020 Secondary Transformer - Original Building]	2010	\$358,033
Sir John A Macdonald SS, 9147	04.2-060 Cabling, Raceways & Bus Ducts - Original Building	Replace [04.2-060 Cabling, Raceways & Bus Ducts - Original Building]	2010	\$2,859,790
Sir John A Macdonald SS, 9147	04.3-010 Interior Lighting - Original Building	Fixtures in the classrooms with the exception of the science rooms.	2010	\$92,492
Sir John A Macdonald SS, 9147	04.3-030 Exit Lighting - Original Building	Replace [04.3-030 Exit Lighting - Original Building]	2010	\$19,820
Sir John A Macdonald SS, 9147	04.5-030 Emergency Power System - Original Building	Replace [04.5-030 Emergency Power System - Original Building]	2010	\$66,066
Sir John A Macdonald SS, 9147	04.6-010 Clock Systems - Original Building	Replace [04.6-010 Clock Systems - Original Building]	2010	\$171,255
Sir John A Macdonald SS, 9147	04.1-010 Primary Switchgear - Original Building	Replace [04.1-010 Primary Switchgear - Original Building]	2011	\$132,984
Sir John A Macdonald SS, 9147	01.5-110 Interior Stairs - Original Building - all others	Replace [01.5-110 Interior Stairs - Original Building - all others]	2012	\$77,871
Sir John A Macdonald SS, Campus ID 9147 - Site	00.1-012 Signage - Site	Replace [00.1-012 Signage - Site]	2013	\$13,645



Sir John A Macdonald SS, Campus ID 9147 - Site	00.3-013 Unpaved Sports & Recreational Spaces - Site	Replace [00.3-013 Unpaved Sports & Recreational Spaces - Site]	2013	\$92,289
Sir John A Macdonald SS, 9147	01.5-060C01 Paint Wallcovering - Original Building	Replace [01.5-060C01 Paint Wallcovering - Original Building]	2013	\$375,490
Sir John A Macdonald SS, 9147	01.5-070C04 Carpeting - Original Building	Replace [01.5-070C04 Carpeting - Original Building]	2013	\$198,283
Sir John A Macdonald SS, 9147	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2013	\$20,421
Sir John A Macdonald SS, 9147	03.5-010 Standpipe Systems - Original Building	Replace [03.5-010 Standpipe Systems - Original Building]	2016	\$351,293
Sir John A Macdonald SS, 9147	04.5-040 Communication Systems - Original Building	Replace [04.5-040 Communication Systems - Original Building]	2016	\$442,628
Sir John A Macdonald SS, 9147	03.5-050 Fire Extinguishers - Original Building	Replace [03.5-050 Fire Extinguishers - Original Building]	2017	\$16,374
Sir John A Macdonald SS, 9147	04.1-020 Primary Transformer - Original Building	Replace [04.1-020 Primary Transformer - Original Building]	2017	\$143,213
Sir John A Macdonald SS, 9147	04.3-040 Emergency Lighting - Original Building	Replace [04.3-040 Emergency Lighting - Original Building]	2017	\$175,646
Sir John A Macdonald SS, 9147	04.7 Information Technology Systems - Original Building	Replace [04.7 Information Technology Systems - Original Building]	2017	\$83,724
Sir John A Macdonald SS, 9147	01.3-035 Exterior Door Hardware - Original Building	Replace [01.3-035 Exterior Door Hardware - Original Building]	2018	\$29,323
Sir John A Macdonald SS, 9147	01.5-055 Interior Door Hardware - Original Building	Replace [01.5-055 Interior Door Hardware - Original Building]	2018	\$153,615
Sir John A Macdonald SS, 9147	01.5-080C05 Painted Ceiling Structures - Original Building	Replace [01.5-080C05 Painted Ceiling Structures - Original Building]	2018	\$53,396
Sir John A Macdonald SS, 9147	01.5-100 Washroom Accessories - Original Building	Replace [01.5-100 Washroom Accessories - Original Building]	2018	\$112,414
Sir John A Macdonald SS, Campus ID 9147 - Site	00.1-010 Underground Utilities - Site	Replace [00.1-010 Underground Utilities - Site]	2019	\$509,821
Sir John A Macdonald SS, 9147	03.1-160 Central Station AHU - Original Building	Replace [03.1-160 Central Station AHU - Original Building]	2019	\$902,067
Sir John A Macdonald SS, 9147	03.1-160 Central Station AHU - Original Building	Replace [03.1-160 Central Station AHU - Original Building]	2019	\$902,067
Sir John A Macdonald SS, Campus ID 9147 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Site]	2020	\$19,102
Sir John A Macdonald SS, 9147	03.3-040 Plumbing Pumps - Original Building	Replace [03.3-040 Plumbing Pumps - Original Building]	2020	\$38,057
				<b>\$20,371,915</b>

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School	Technical Category	Capital Renewal Description	Projected Implementation Year	Estimated Cost
Sir Winston Churchill SS, Campus ID 9149 - Site	00.1-012 Signage - Site	Replace [00.1-012 Signage - Site] - Replace school signage.	2010	\$19,820
Sir Winston Churchill SS, Campus ID 9149 - Site	00.1-014 Site Related Stairs, Plazas & Decks - Site	Reconstruct/repair site related stairs.	2010	\$26,426
Sir Winston Churchill SS, Campus ID 9149 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Restore soft landscaping.	2010	\$13,213
Sir Winston Churchill SS, Campus ID 9149 - Site	00.2-010 Paved Parking Lots - Site	Replace [00.2-010 Paved Parking Lots - Site] - Reconstruct asphalt paved parking lots.	2010	\$66,066
Sir Winston Churchill SS, Campus ID 9149 - Site	00.2-014 Paved Walkways - Site	Replace [00.2-014 Paved Walkways - Site] - Reconstruct/repair paved walkways.	2010	\$19,820
Sir Winston Churchill SS, Campus ID 9149 - Site	00.3-013 Unpaved Sports & Recreational Spaces - Site	Restore unpaved sports and recreational spaces.	2010	\$52,853
Sir Winston Churchill SS, 9149	01.3-030 Exterior Doors - Original Building	Replace [01.3-030 Exterior Doors - Original Building] - Replace exterior doors.	2010	\$79,279
Sir Winston Churchill SS, 9149	01.3-035 Exterior Door Hardware - Original Building	Replace exterior door hardware.	2010	\$39,640
Sir Winston Churchill SS, 9149	01.4 Roofing - Original Building	Replace [01.4 Roofing - Original Building] Sections 201, 202	2010	\$157,952
Sir Winston Churchill SS, 9149	01.5-011 Moveable Partitions - Original Building	Replace moveable partition in double gymnasium.	2010	\$99,099
Sir Winston Churchill SS, 9149	01.5-020 Millwork - Original Building	Replace [01.5-020 Millwork - Original Building] - Replace millwork.	2010	\$396,396
Sir Winston Churchill SS, 9149	01.5-050 Interior Doors - Original Building	Replace [01.5-050 Interior Doors - Original Building] - Replace interior doors.	2010	\$79,279
Sir Winston Churchill SS, 9149	01.5-055 Interior Door Hardware - Original Building	Replace interior door hardware.	2010	\$39,640
Sir Winston Churchill SS, 9149	01.5-060C04 Ceramic Wall Tile - Original Building	Replace [01.5-060C04 Ceramic Wall Tile - Original Building]	2010	\$406,032
Sir Winston Churchill SS, 9149	01.5-060C08 Glazed Wall Coatings - Original Building	Replace [01.5-060C08 Glazed Wall Coatings - Original Building]	2010	\$104,680
Sir Winston Churchill SS, 9149	01.5-070C04 Carpeting - Original Building	Replace [01.5-070C04 Carpeting - Original Building] - Replace carpet in lib and aud	2010	\$52,853
Sir Winston Churchill SS, 9149	01.5-070C05 Vinyl Floor Tile - Original Building	Replace [01.5-070C05 Vinyl Floor Tile - Original Building] - Replace vinyl floor tiles.	2010	\$396,396
Sir Winston Churchill SS, 9149	01.5-070C09 Painted/Sealed Concrete Floor - Original Building	Replace [01.5-070C09 Painted/Sealed Concrete Floor - Original Building]	2010	\$30,536
Sir Winston Churchill SS, 9149	01.5-080C01 Gypsum Board Ceiling - Original Building	Replace [01.5-080C01 Gypsum Board Ceiling - Original Building]	2010	\$156,105
Sir Winston Churchill SS, 9149	01.5-080C02 Suspended Acoustic Panel Ceiling - Original Bldg	Replace suspended acoustic ceiling tiles.	2010	\$924,924
Sir Winston Churchill SS, 9149	01.5-080C05 Painted Ceiling Structures - Original Building	Restore painted ceiling.	2010	\$6,607
Sir Winston Churchill SS, 9149	01.5-080C07 Acoustic Tile Ceiling - Original Building	Replace acoustic ceiling tiles.	2010	\$6,607
Sir Winston Churchill SS, 9149	01.5-100 Washroom Accessories - Original Building	Replace metal partitions in washrooms.	2010	\$79,279
Sir Winston Churchill SS, 9149	01.5-110 Interior Stairs - Original Building	Replace [01.5-110 Interior Stairs - Original Building]	2010	\$157,525
Sir Winston Churchill SS, 9149	01.6 Fittings & Equipment - Original Building	Replace [01.6 Fittings & Equipment - Original Building]	2010	\$2,273,459
Sir Winston Churchill SS, 9149	02.1 Vertical Movement - Original Building	Repair or replace elevation as necessary.	2010	\$66,066
Sir Winston Churchill SS, 9149	03.1-010 (HW/S) Boilers - Original Building - HVAC	Replace [03.1-010 (HW/S) Boilers - Original Building - HVAC]	2010	\$262,410
Sir Winston Churchill SS, 9149	03.1-040 (HW/S) Heat Exchangers - Original Building - DHW	Replace [03.1-040 (HW/S) Heat Exchangers - Original Building - DHW]	2010	\$46,808
Sir Winston Churchill SS, 9149	03.1-130 Window Unit A/C - Heat&Cool	Replace window mounted AC units.	2010	\$13,213
Sir Winston Churchill SS, 9149	03.1-160 Central Station AHU - Original Building	Replace [03.1-160 Central Station AHU - Original Building]	2010	\$396,396
Sir Winston Churchill SS, 9149	03.1-170 Heating & Cooling Piping Systems	Replace heating piping systems.	2010	\$528,528
Sir Winston Churchill SS, 9149	03.1-180 HVAC Pumps - Original Building	Replace [03.1-180 HVAC Pumps - Original Building]	2010	\$39,640
Sir Winston Churchill SS, 9149	03.1-190 Terminal Units - Original Building	Replace [03.1-190 Terminal Units - Original Building]	2010	\$726,726
Sir Winston Churchill SS, 9149	03.1-200 Gas Piping System - Original Building	Replace [03.1-200 Gas Piping System - Original Building]	2010	\$133,234
Sir Winston Churchill SS, 9149	03.1-250 Ventilation Fans - Original Building	Replace [03.1-250 Ventilation Fans - Original Building]	2010	\$66,066
Sir Winston Churchill SS, 9149	03.3-010 Plumbing Fixtures - Original Building	Replace [03.3-010 Plumbing Fixtures - Original Building]	2010	\$330,330
Sir Winston Churchill SS, 9149	03.3-050 Plumbing Piping Systems - Sanitary lines	Replace [03.3-050 Plumbing Piping Systems - Sanitary piping	2010	\$198,198
Sir Winston Churchill SS, 9149	03.5-050 Fire Extinguishers - Original Building	Replace [03.5-050 Fire Extinguishers - Original Building]	2010	\$16,703
Sir Winston Churchill SS, 9149	04.2-010 Secondary Switchgear - Original Building	Replace [04.2-010 Secondary Switchgear - Original Building]	2010	\$99,099
Sir Winston Churchill SS, 9149	04.2-060 Cabling, Raceways & Bus Ducts - Original Building	Replace Cabling, Raceways, Bus Ducts, Circuit Breaker Panels & M.C.C. (Motor Control Center)	2010	\$462,462
Sir Winston Churchill SS, 9149	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2010	\$13,213
Sir Winston Churchill SS, 9149	04.5-030 Emergency Power System - Original Building	Replace [04.5-030 Emergency Power System - Original Building]	2010	\$118,919
Sir Winston Churchill SS, 9149	04.5-040 Communication Systems - Original Building	Replace [04.5-040 Communication Systems - Original Building]	2010	\$66,066
Sir Winston Churchill SS, 9149	04.5-050 Security System - Original Building	Replace [04.5-050 Security System - Original Building]	2010	\$33,033
Sir Winston Churchill SS, 9149	04.6-010 Clock Systems - Original Building	Replace [04.6-010 Clock Systems - Original Building]	2010	\$33,033
Sir Winston Churchill SS, 9149	01.5-090 Window Coverings - Original Building	Replace [01.5-090 Window Coverings - Original Building]	2012	\$310,904
Sir Winston Churchill SS, 9149	03.1-210 Chemical Feed System - Original Building	Replace [03.1-210 Chemical Feed System - Original Building]	2012	\$23,568
Sir Winston Churchill SS, 9149	03.3-040 Plumbing Pumps - Original Building	Replace [03.3-040 Plumbing Pumps - Original Building]	2012	\$38,493
Sir Winston Churchill SS, 9149	04.3-030 Exit Lighting - Original Building	Replace [04.3-030 Exit Lighting - Original Building]	2012	\$40,088
Sir Winston Churchill SS, Campus ID 9149 - Site	00.1-012 Signage - Site	Replace [00.1-012 Signage - Site]	2013	\$12,527
Sir Winston Churchill SS, Campus ID 9149 - Site	00.3-013 Unpaved Sports & Recreational Spaces - Site	Replace [00.3-013 Unpaved Sports & Recreational Spaces - Site]	2013	\$84,730
Sir Winston Churchill SS, 9149	01.5-070C04 Carpeting - Original Building	Replace [01.5-070C04 Carpeting - Original Building]	2013	\$200,557



Sir Winston Churchill SS, 9149	01.5-070C07 Hardwood - Original Building	Replace [01.5-070C07 Hardwood - Original Building]	2013	\$319,789
Sir Winston Churchill SS, 9149	01.5-060C01 Paint Wallcovering - Original Building	Replace [01.5-060C01 Paint Wallcovering - Original Building] - Restore/repaint wallcoverings.	2014	\$373,858
Sir Winston Churchill SS, 9149	03.1-260 Stacks & Breaching - Original Building	Replace [03.1-260 Stacks & Breaching - Original Building]	2014	\$43,207
Sir Winston Churchill SS, 9149	04.1-020 Primary Transformer - Original Building	Replace [04.1-020 Primary Transformer - Original Building]	2015	\$138,116
Sir Winston Churchill SS, 9149	03.2 Control Systems - Original Building	Replace [03.2 Control Systems - Original Building]	2016	\$1,020,408
Sir Winston Churchill SS, 9149	04.7 Information Technology Systems - Original Building	Replace [04.7 Information Technology Systems - Original Building]	2016	\$84,685
Sir Winston Churchill SS, Campus ID 9149 - Site	00.1-010 Underground Utilities - Site	Replace [00.1-010 Underground Utilities - Site]	2017	\$468,067
Sir Winston Churchill SS, 9149	01.5-070C09 Painted/Sealed Concrete Floor - Original Building	Replace [01.5-070C09 Painted/Sealed Concrete Floor - Original Building]	2018	\$30,536
Sir Winston Churchill SS, 9149	01.5-080C05 Painted Ceiling Structures - Original Building	Replace [01.5-080C05 Painted Ceiling Structures - Original Building]	2018	\$36,006
Sir Winston Churchill SS, 9149	01.5-100 Washroom Accessories - Original Building	Replace [01.5-100 Washroom Accessories - Original Building]	2018	\$113,702
Sir Winston Churchill SS, 9149	04.3-020 Exterior Lighting - Original Building	Replace [04.3-020 Exterior Lighting - Original Building]	2018	\$25,261
Sir Winston Churchill SS, Campus ID 9149 - Site	00.1-016 Soft Landscaping - Site	Replace [00.1-016 Soft Landscaping - Site]	2020	\$17,538
Sir Winston Churchill SS, 9149	04.3-040 Emergency Lighting - Original Building	Replace [04.3-040 Emergency Lighting - Original Building]	2020	\$177,661
				<b>\$12,894,330</b>

-Renewal Needs not completed in Original Implementation Year are carried forward to Current Renewal Year.  
-Total Estimated Costs has changed to reflect work completed & corrections since initial data was gathered.





## Computer Summary by School

School	Supported Classroom Machines	Other Machines	Total Known Machines
Ancaster High	155	110	265
Barton	118	68	186
Delta	133	76	209
Glendale	165	32	197
Highland	165	58	223
Hill Park	151	101	252
Mountain Secondary	57	9	66
Orchard Park	231	9	240
Parkside	121	77	198
Parkview	41	33	74
Sir Allan MacNab	130	72	202
Sherwood	204	37	241
Sir John A. Macdonald	134	57	191
Sir Winston Churchill	226	73	299
Westdale	200	97	297
<b>Total</b>	<b>2,231</b>	<b>909</b>	<b>3,140</b>

Notes:

Other Machines includes administrative and non supported models



## **North ARC Secondary School Accommodation Review**

### **Enrolment Summary by School**

Please note that there are two enrolment summaries for each school (with the exception of Parkview SS) contained within this report.

1. The table located at the top of each page summarizes all of the HWDSB students currently residing in, for example, the Delta SS boundary and identifies the actual schools that they are attending.

If we were to use Delta SS as an example:

- 54.6% of all HWDSB students residing in the Delta boundary attend Delta SS
- 9.8% of all HWDSB students residing in the Delta boundary attend Westdale SS
- 7.4% of all HWDSB students residing in the Delta boundary attend Sir John A. Macdonald SS

2. The table located at the bottom of each page summarizes school enrolment by where the students are coming from.

If we were to use Delta SS as an example:

- 82.7% of Delta SS enrolment consists of students residing within the school boundary
- 5.3% of Delta SS enrolment consists of students residing within the Sir John A. Macdonald SS boundary
- 4.9% of Delta SS enrolment consists of students residing within the Sir Winston Churchill SS boundary

Note: An enrolment summary of where students residing in the Parkview SS boundary actually attend school has not been included in this report as Parkview SS is a regional program with a boundary that encompasses the entire jurisdiction of the HWDSB.



**Delta Secondary School**  
**Enrolment Summary by School**



**Which secondary school students living in the Delta SS boundary attend**

School of Attendance	GR9	GR10	GR11	GR12	Total	% Students
Delta Secondary School	162	129	151	232	674	54.6%
Westdale Secondary School	26	28	25	42	121	9.8%
Sir John A. Macdonald Secondary School	5	15	22	49	91	7.4%
Sir Winston Churchill Secondary School	15	18	17	39	89	7.2%
Parkview Secondary School	22	21	7	29	79	6.4%
Westmount Secondary School	10	12	12	10	44	3.6%
Sir Allan MacNab	1	2	8	17	28	2.3%
Sherwood Secondary School	8	2	6	4	20	1.6%
Phoenix Alternative Education	0	4	7	8	19	1.5%
Glendale Secondary School	2	4	3	6	15	1.2%
Hill Park	0	3	4	8	15	1.2%
Jackson High Alternative Ed.	0	0	3	8	11	0.9%
Mountain Secondary School	3	1	4	2	10	0.8%
Barton Secondary	0	4	1	3	8	0.6%
Orchard Park Secondary School	1	0	1	2	4	0.3%
Parkside High	1	0	1	1	3	0.2%
Highland	0	0	0	1	1	0.1%
Saltfleet District High School	0	1	0	0	1	0.1%
Waterdown District High School	0	0	0	1	1	0.1%
<b>Total by Grade</b>	<b>256</b>	<b>244</b>	<b>272</b>	<b>462</b>	<b>1,234</b>	<b>100.0%</b>

**The Home Secondary School of students currently attending Delta SS**

Home School	GR9	GR10	GR11	GR12	Total	% Students
Delta Secondary School	162	129	151	232	674	82.7%
Sir John A. Macdonald Secondary School	7	8	9	19	43	5.3%
Sir Winston Churchill Secondary School	3	9	7	21	40	4.9%
Glendale Secondary School	0	4	3	10	17	2.1%
Orchard Park Secondary School	1	0	4	6	11	1.3%
Westdale Secondary School	0	1	2	8	11	1.3%
Sherwood Secondary School	1	2	0	4	7	0.9%
Barton Secondary	0	1	1	2	4	0.5%
Sir Allan MacNab	0	0	2	2	4	0.5%
Ancaster High School	0	0	0	1	1	0.1%
Highland	0	0	1	0	1	0.1%
Hill Park	0	0	0	1	1	0.1%
Saltfleet District High School	0	0	1	0	1	0.1%
<b>Total by Grade</b>	<b>174</b>	<b>154</b>	<b>181</b>	<b>306</b>	<b>815</b>	<b>100.0%</b>

Source: October 31st, 2010 Enrolment Data



**Glendale Secondary School**  
**Enrolment Summary by School**



**Which secondary school students living in the Glendale SS boundary attend**

<b>School of Attendance</b>	<b>GR9</b>	<b>GR10</b>	<b>GR11</b>	<b>GR12</b>	<b>Total</b>	<b>% Students</b>
Glendale Secondary School	169	171	163	268	771	75.7%
Orchard Park Secondary School	16	15	13	21	65	6.4%
Sir Winston Churchill Secondary School	3	5	7	20	35	3.4%
Parkview Secondary School	7	11	3	9	30	2.9%
Westdale Secondary School	4	2	12	10	28	2.8%
Sir John A. Macdonald Secondary School	2	2	2	13	19	1.9%
Delta Secondary School	0	4	3	10	17	1.7%
Westmount Secondary School	3	4	4	5	16	1.6%
Sir Allan MacNab	0	0	1	8	9	0.9%
Saltfleet District High School	1	3	0	4	8	0.8%
Hill Park	1	2	1	2	6	0.6%
Jackson High Alternative Ed.	0	0	0	4	4	0.4%
Barton Secondary	0	0	1	2	3	0.3%
Mountain Secondary School	0	1	2	0	3	0.3%
Phoenix Alternative Education	0	0	0	3	3	0.3%
Highland	0	0	0	1	1	0.1%
<b>Total by Grade</b>	<b>206</b>	<b>220</b>	<b>212</b>	<b>380</b>	<b>1,018</b>	<b>100.0%</b>

**The Home Secondary School of students currently attending Glendale SS**

<b>School of Attendance</b>	<b>GR9</b>	<b>GR10</b>	<b>GR11</b>	<b>GR12</b>	<b>Total</b>	<b>% Students</b>
Glendale Secondary School	169	171	163	268	771	80.6%
Sir Winston Churchill Secondary School	20	19	13	34	86	9.0%
Orchard Park Secondary School	6	12	11	21	50	5.2%
Delta Secondary School	2	4	3	6	15	1.6%
Sir John A. Macdonald Secondary School	0	0	2	6	8	0.8%
Sherwood Secondary School	0	0	5	2	7	0.7%
Saltfleet District High School	0	3	1	2	6	0.6%
Hill Park	0	0	0	3	3	0.3%
Sir Allan MacNab	0	2	0	1	3	0.3%
Barton Secondary	0	1	0	1	2	0.2%
Ancaster High School	0	0	0	1	1	0.1%
Highland	1	0	0	0	1	0.1%
Out of Board - CALEDONIA	0	1	0	0	1	0.1%
Out of Board - YORK	1	0	0	0	1	0.1%
Westdale Secondary School	0	0	1	0	1	0.1%
<b>Total by Grade</b>	<b>199</b>	<b>213</b>	<b>199</b>	<b>345</b>	<b>956</b>	<b>100.0%</b>

Source: October 31st, 2010 Enrolment Data



**Orchard Park Secondary School**  
**Enrolment Summary by School**



**Which secondary school students living in the Orchard Park SS boundary attend**

School of Attendance	GR9	GR10	GR11	GR12	Total	% Students
Orchard Park Secondary School	221	253	235	358	1,067	88.2%
Glendale Secondary School	6	12	11	21	50	4.1%
Westdale Secondary School	4	5	1	4	14	1.2%
Sir Winston Churchill Secondary School	0	2	3	8	13	1.1%
Delta Secondary School	1	0	4	6	11	0.9%
Sir Allan MacNab	2	0	0	9	11	0.9%
Parkview Secondary School	2	2	2	3	9	0.7%
Phoenix Alternative Education	0	2	4	1	7	0.6%
Saltfleet District High School	1	1	2	3	7	0.6%
Westmount Secondary School	2	1	1	1	5	0.4%
Hill Park	1	2	0	1	4	0.3%
Sherwood Secondary School	1	2	0	0	3	0.2%
Sir John A. Macdonald Secondary School	1	0	1	1	3	0.2%
Ancaster High School	1	0	0	0	1	0.1%
Barton Secondary	0	1	0	0	1	0.1%
Highland	1	0	0	0	1	0.1%
Jackson High Alternative Ed.	0	0	1	0	1	0.1%
Mountain Secondary School	0	1	0	0	1	0.1%
Parkside High	0	0	1	0	1	0.1%
<b>Total by Grade</b>	<b>244</b>	<b>284</b>	<b>266</b>	<b>416</b>	<b>1,210</b>	<b>100.0%</b>

**The Home Secondary School of students currently attending Orchard Park SS**

School of Attendance	GR9	GR10	GR11	GR12	Total	% Students
Orchard Park Secondary School	221	253	235	358	1,067	91.0%
Glendale Secondary School	16	15	13	21	65	5.5%
Sir Winston Churchill Secondary School	1	5	0	6	12	1.0%
Sir John A. Macdonald Secondary School	0	3	0	7	10	0.9%
Saltfleet District High School	0	0	2	5	7	0.6%
Delta Secondary School	1	0	1	2	4	0.3%
Out of Board - GRIMSBY	0	0	2	2	4	0.3%
Sir Allan MacNab	1	0	1	0	2	0.2%
Out of Board - BRANTFORD	0	0	0	1	1	0.1%
Sherwood Secondary School	0	1	0	0	1	0.1%
<b>Total by Grade</b>	<b>240</b>	<b>277</b>	<b>254</b>	<b>402</b>	<b>1,173</b>	<b>100.0%</b>

Source: October 31st, 2010 Enrolment Data



**Parkview Secondary School  
Enrolment Summary by School**



**The Home Secondary School of students currently attending Parkview SS**

<b>School of Attendance</b>	<b>GR9</b>	<b>GR10</b>	<b>GR11</b>	<b>GR12</b>	<b>Total</b>	<b>% Students</b>
Sir John A. Macdonald Secondary School	13	22	19	33	87	31.0%
Delta Secondary School	22	21	7	29	79	28.1%
Sir Winston Churchill Secondary School	9	12	15	20	56	19.9%
Glendale Secondary School	7	11	3	9	30	10.7%
Orchard Park Secondary School	2	2	2	3	9	3.2%
Westdale Secondary School	0	2	1	3	6	2.1%
Highland	1	0	1	1	3	1.1%
Barton Secondary	0	0	1	1	2	0.7%
Hill Park	0	0	1	1	2	0.7%
Parkside High	0	0	1	1	2	0.7%
Sherwood Secondary School	1	0	0	1	2	0.7%
Sir Allan MacNab	1	0	1	0	2	0.7%
Ancaster High School	0	0	1	0	1	0.4%
<b>Total by Grade</b>	<b>56</b>	<b>70</b>	<b>53</b>	<b>102</b>	<b>281</b>	<b>100.0%</b>

Source: October 31st, 2010 Enrolment Data



**Sir John A. MacDonald Secondary School**  
**Enrolment Summary by School**



**Which secondary school students living in the Sir John A. MacDonald SS boundary attend**

<b>School of Attendance</b>	<b>GR9</b>	<b>GR10</b>	<b>GR11</b>	<b>GR12</b>	<b>Total</b>	<b>% Students</b>
Sir John A. Macdonald Secondary School	176	163	167	330	836	68.4%
Westdale Secondary School	21	28	29	34	112	9.2%
Parkview Secondary School	13	22	19	33	87	7.1%
Delta Secondary School	7	8	9	19	43	3.5%
Sir Allan MacNab	1	2	5	20	28	2.3%
Sir Winston Churchill Secondary School	2	4	5	8	19	1.6%
Hill Park	1	4	2	10	17	1.4%
Westmount Secondary School	4	4	7	1	16	1.3%
Jackson High Alternative Ed.	0	0	2	11	13	1.1%
Mountain Secondary School	1	1	2	8	12	1.0%
Phoenix Alternative Education	0	1	3	8	12	1.0%
Orchard Park Secondary School	0	3	0	7	10	0.8%
Glendale Secondary School	0	0	2	6	8	0.7%
Barton Secondary	1	0	0	2	3	0.2%
Parkside High	0	0	2	1	3	0.2%
Sherwood Secondary School	0	2	0	1	3	0.2%
Waterdown District High School	0	1	0	0	1	0.1%
<b>Total By Grade</b>	<b>227</b>	<b>243</b>	<b>254</b>	<b>499</b>	<b>1,223</b>	<b>100.0%</b>

**The Home Secondary School of students currently attending Sir John A. MacDonald SS**

<b>School of Attendance</b>	<b>GR9</b>	<b>GR10</b>	<b>GR11</b>	<b>GR12</b>	<b>Total</b>	<b>% Students</b>
Sir John A. Macdonald Secondary School	176	163	167	330	836	72.9%
Delta Secondary School	5	15	22	49	91	7.9%
Westdale Secondary School	10	10	21	42	83	7.2%
Hill Park	3	5	5	19	32	2.8%
Glendale Secondary School	2	2	2	13	19	1.7%
Sir Allan MacNab	0	2	3	13	18	1.6%
Sir Winston Churchill Secondary School	2	1	3	11	17	1.5%
Barton Secondary	1	2	2	10	15	1.3%
Sherwood Secondary School	2	0	3	8	13	1.1%
Highland	0	0	0	4	4	0.3%
Orchard Park Secondary School	1	0	1	1	3	0.3%
Out of Board - BURLINGTON	1	0	1	1	3	0.3%
Waterdown District High School	2	1	0	0	3	0.3%
Ancaster High School	0	0	0	2	2	0.2%
Out of Board - OTTAWA	0	0	2	0	2	0.2%
Parkside High	0	1	0	1	2	0.2%
Saltfleet District High School	0	0	1	1	2	0.2%
Out of Board - BARRIE	0	0	1	0	1	0.1%
Out of Board - KITCHENER	1	0	0	0	1	0.1%
<b>Total by Grade</b>	<b>206</b>	<b>202</b>	<b>234</b>	<b>505</b>	<b>1,147</b>	<b>100.0%</b>

Source: October 31st, 2010 Enrolment Data



**Sir Winston Churchill Secondary School**  
**Enrolment Summary by School**



**Which secondary school students living in the Sir Winston Churchill SS boundary attend**

<b>School of Attendance</b>	<b>GR9</b>	<b>GR10</b>	<b>GR11</b>	<b>GR12</b>	<b>Total</b>	<b>% Students</b>
Sir Winston Churchill Secondary School	248	215	229	369	1,061	75.3%
Glendale Secondary School	20	19	13	34	86	6.1%
Parkview Secondary School	9	12	15	20	56	4.0%
Delta Secondary School	3	9	7	21	40	2.8%
Westmount Secondary School	3	8	5	13	29	2.1%
Sir Allan MacNab	0	3	3	19	25	1.8%
Westdale Secondary School	8	6	3	3	20	1.4%
Sir John A. Macdonald Secondary School	2	1	3	11	17	1.2%
Phoenix Alternative Education	1	3	6	6	16	1.1%
Sherwood Secondary School	2	4	5	5	16	1.1%
Jackson High Alternative Ed.	0	0	2	10	12	0.9%
Orchard Park Secondary School	1	5	0	6	12	0.9%
Mountain Secondary School	0	2	2	2	6	0.4%
Hill Park	1	0	2	2	5	0.4%
Barton Secondary	0	1	0	3	4	0.3%
Saltfleet District High School	0	0	2	1	3	0.2%
Ancaster High School	0	0	0	1	1	0.1%
<b>Total by Grade</b>	<b>298</b>	<b>288</b>	<b>297</b>	<b>526</b>	<b>1,409</b>	<b>100.0%</b>

**The Home Secondary School of students currently attending Sir Winston Churchill SS**

<b>School of Attendance</b>	<b>GR9</b>	<b>GR10</b>	<b>GR11</b>	<b>GR12</b>	<b>Total</b>	<b>% Students</b>
Sir Winston Churchill Secondary School	248	215	229	369	1,061	85.4%
Delta Secondary School	15	18	17	39	89	7.2%
Glendale Secondary School	3	5	7	20	35	2.8%
Sir John A. Macdonald Secondary School	2	4	5	8	19	1.5%
Orchard Park Secondary School	0	2	3	8	13	1.0%
Hill Park	2	1	2	2	7	0.6%
Sherwood Secondary School	0	0	1	5	6	0.5%
Westdale Secondary School	1	1	1	1	4	0.3%
Sir Allan MacNab	0	0	1	2	3	0.2%
Barton Secondary	0	0	0	2	2	0.2%
Ancaster High School	0	0	0	1	1	0.1%
Highland	1	0	0	0	1	0.1%
Saltfleet District High School	0	0	0	1	1	0.1%
<b>Total by Grade</b>	<b>272</b>	<b>246</b>	<b>266</b>	<b>458</b>	<b>1,242</b>	<b>100.0%</b>

Source: October 31st, 2010 Enrolment Data





### Distance to and from the Secondary Schools Located in the North ARC Cluster

To / From (Km)	Orchard Park	Glendale	Delta	Sir Winston Churchill	Parkview	Sir John A. Macdonald
Orchard Park	0 km	7.1	9.3	7.8	10.7	15.2
Glendale	7.1	0 km	4.1	2.5	6.0	9.9
Delta	9.3	4.1	0 km	1.8	2.4	6.0
Sir Winston Churchill	7.8	2.5	1.8	0 km	4.3	7.8
Parkview	10.7	6.0	2.4	4.3	0 km	4.8
Sir John A. Macdonald	15.2	9.9	6.0	7.8	4.8	0 km

Source: Google Earth and Google Maps

NOTE: To account for slight variations in distances to and from schools (as a result of one-way streets), the average distance has been included in this summary



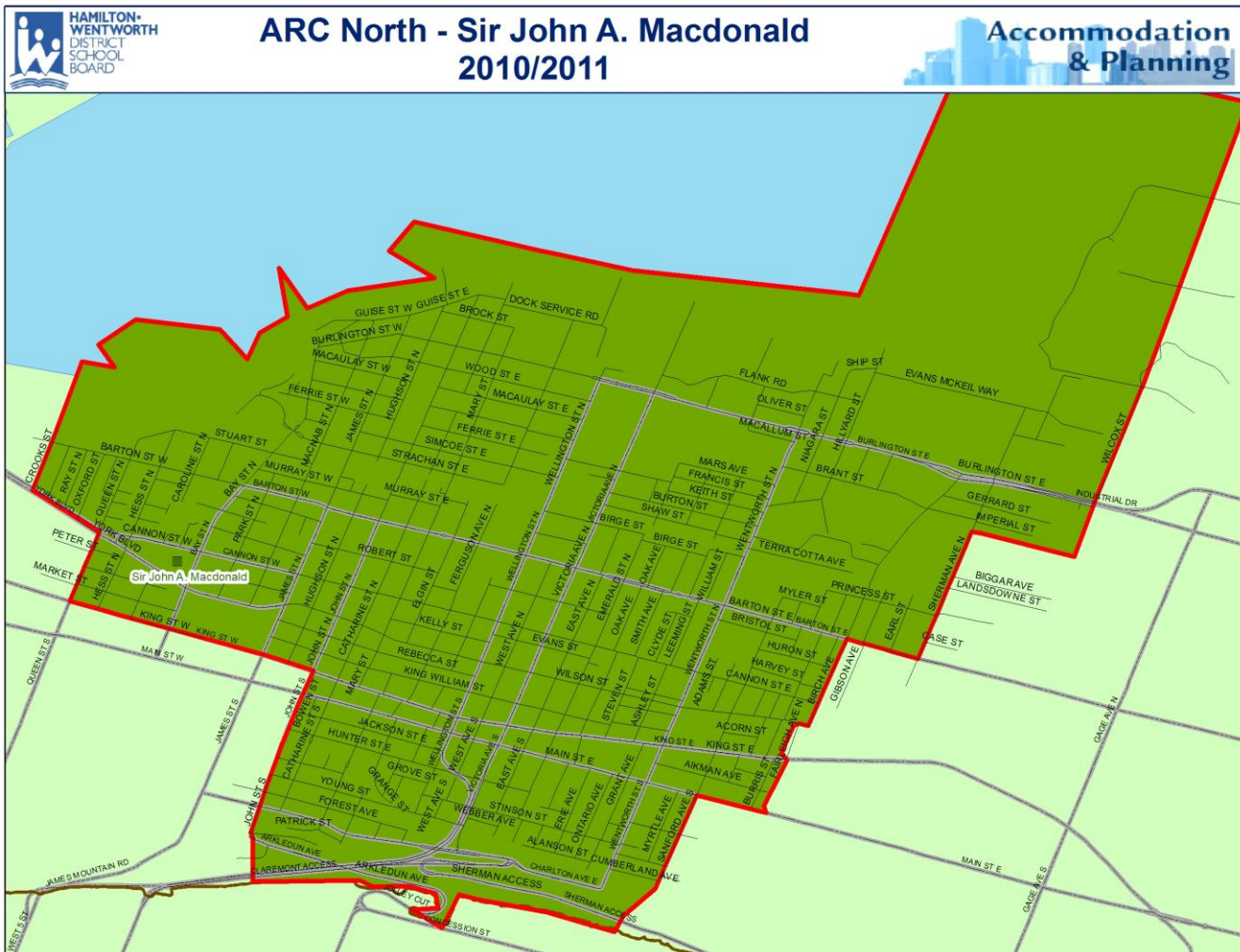
## School Overview

## ARC North - Sir John A. Macdonald Secondary School



Total sq/ft:  
211,960

Associated Facilities:  
- Hamilton Community Energy

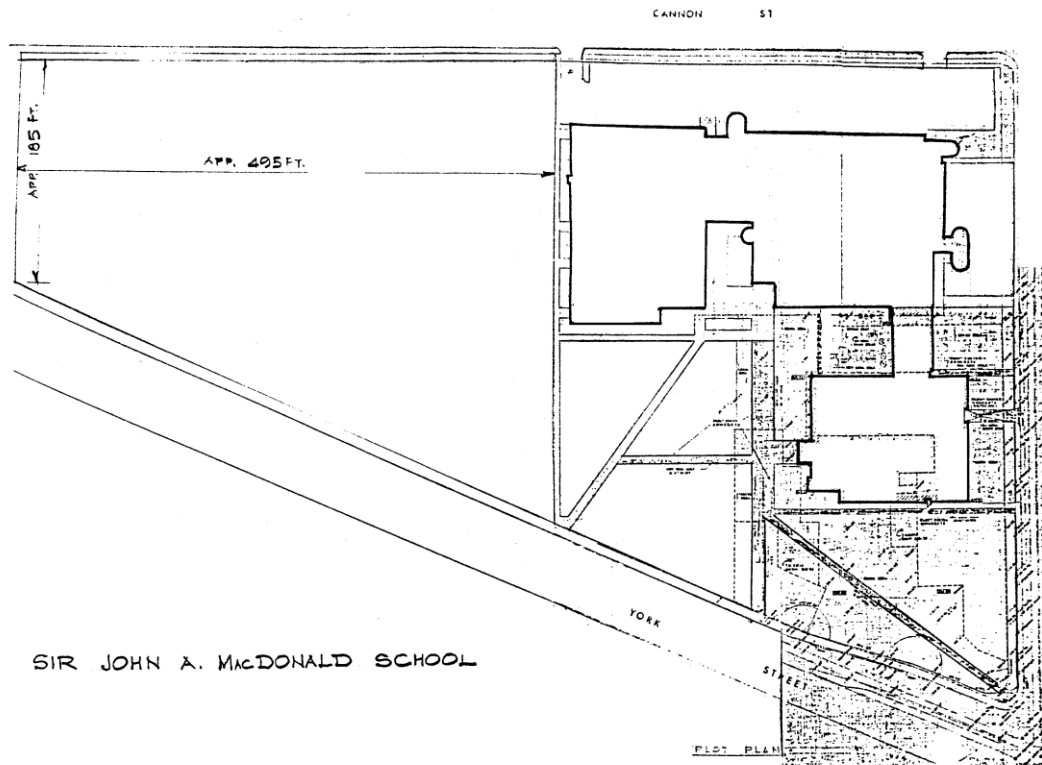






Gym







7. Range of Extracurricular Activities and Extent of Student Participation	Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
Data to be Provided to the ARC							
Are Child Care services available for student drop-off before school?	No	No	No	No	No	No	
Are Child Care services available for student care after school?	No	No	No	No	No	No	
Is there a Breakfast / Nutrition program available for students at the school?	Yes	Yes	Yes	Yes	Yes	Yes	
List of Extracurricular Activities at each school	Jr. Volleyball 22, Varsity Football 45, Varsity Hockey 45, Jr. Basketball 24, Sr. Basketball 24, Waterpolo 30, Cross-Country 10, Track and Field 15, Ultimate 15, Baseball 18, Slo Pitch 15, Badminton 25, Touch Football 18, Jr. Touch Football 20, Jr. Varsity Football 45, Golf 3, Curling 4, Tennis 4, Powerlifting 4, Orienteering 25, Archery 10, Field Hockey 15, Chess Club 12, Social Justice 12, Positive Space 6, Multicultural Club 30, Grad Committee 10, GAC 20, BAC 10, Student Council 25, School Radio 8, Improv 40, Drama Club 36, Environment Club 10, Peer Mentoring 30, Stage Crew 8, Repertoire Band 34, Vocal Ensemble 6, Orchestra 20, Jazz Band 14, Guitar Ensemble 9, Music Council 10, Pi-Day Committee 9, Girl's Group 20, Boy's Roster 8, <b>Girls Hockey Team</b>	Basketball - 75, Volleyball - 48, Soccer - 72, Touch Football - 45, Cricket - 20, Rugby - 50, Football - 100, Cross-Country - 25, Field Hockey - 20, Ice Hockey - 20I, Tennis - 35, Badminton 40, Co-Ed Volleyball - 15, Baseball - 20, Slo-Pitch - 20, Water Polo - 20, Indoor Soccer - 20, Band (including Jazz Ensemble) - 75, Drama Team - 35, International Club - 20, Cheer Squad - 15, Book Club - 20, Games Club - 4, Homework Club - 10, <b>CBGB, Student Council, Choir, Global Citizenship, Sears Festival, Baseball and Health Action Team</b>	Basketball (75), Badminton (35), Baseball (32), Cricket (17), Cross-Country (30), Cheerleaders (26), Dance Team (19), Football (80), Golf (4), Hockey (40), Rugby (30), Soccer (80), Touch Football (40), Volley Ball (60), Tennis (4), Water polo (48), Track & Field (20), Ultimate Frisbee (30), Best Buddies Program (8), Student Council (25), Student Mentoring (40), Students & Staff Helping OP Students & Society (59), Music School Bands (125), Students Protecting Animal Rights Everywhere (12), Writing Club (16), Tech Crew (11), Reach for the Top (14), Student Council (40), DECA (18), Environmental Club (25), Chess Club (9), Positive Space (10), Europe Club (24), Art Club (16), Robotics Team (34), Prefects (25), Multicultural Club (50), S.T.O.P. (12), Drama Club (24), Martial Arts Club (12).	Students participate in homeschool's activities.	Basketball – 65; Football – 42; Touch Football – 32; Soccer (indoor and outdoor) – 90; Badminton – 63; Track and Field/Cross country – 30; Volleyball – 58; Softball – 15; Healthy Action Team-12; Link Crew – 55; ESLClub – 50; Arts Trip – 40; Drama(school play and Sears Festival) - 50; Knitting Club - 20; DECA- 13; Native Drumming – 10; Photography Club -8; Me to We – 20; Positive Space – 20; Interact Club (only one in a Hamilton S.S.) – 25; Art Club – 25; Hamilton Blood Services – 50; Radio Crew- 6; StageCrew- 15; Water Festival – 60; Band – 35; Choir – 12; Debating Team – 8; Environmental Club – 20; History Club – 30; Homework Club – 40; Macdonald Athletic Council – 12; Principal's Council – 14; Student Council – 20; Weight Room Club (Fitness) – 45; Weightlifting Team - 10, <b>Plays, Musicals, Cultural Performances, Drama Festivals, Dance Recitals, Weight Lifting (Olympic), Indoor Soccer, Music Festival/Concerts, and Tutoring</b>	Athetic Extramurals: Baseball 15, Softball 15, Basketball 60, Soccer 50, Field Hockey 20, Football 75, Volleyball 60, Hockey 45, Waterpolo 20, X-Country 15, Track & Field 20, Co-ed Volleyball 35, Tennis 30, Badminton 40, Floorball 50, Swimming (09-10) 10. Intramurals 250-300, Fitness Groups 50-75, Dance Club 15, Rec Leadership 50, Athletic Council 5-10, Climb For Cancer 150, Limeridge Bay Challenge 60, Hamilton Mararthon 25, Care Club 20, Positive Space 20, Enviromental Club 15, Envirothon 12, Movie Club 35, Why Try 12, Drama Production 40, Improv Club 20, Homework Club 25, Numeracy Support 15, Student Council 30, Grad Committee 15, Stage Crew 5, Choir 15, Senior & Junior Bands 75, Me to We 12, Shop & Chop 10.	
Number of students participating in each activity	See above	See above	See above	See above	See above	See above	

**Questions for the Accommodation Review Committee to address**

a. If a school were to close and students relocated to another school in the area, would they have access to extracurricular activities not currently available to them?

b. Are there extracurricular activities offered at a school that are not available in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to similar activities in their new schools?






8. Adequacy of the School's Grounds for Healthy Physical Activity and Extracurricular Activity	Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
Data to be Provided to the ARC							
Does the School have hard surfaced outdoor play area(s)?	Yes, Tennis, Basketball	No	No	No	No	Yes	
How adequate are the facilities for student activities?	Fair	n/a	n/a	n/a	n/a	Poor	
Does the School have a Playing Field?	No	Yes	Yes	No	Yes	Yes	
List types of playing fields available (e.g. baseball, football, soccer, track etc.)	n/a	Combination Football, Soccer, Track	Combination Football, Soccer, Track	n/a	Combination Football, Soccer	Combination Football, Soccer	
How adequate are the facilities for student activities?	n/a	Fair	Excellent	n/a	Poor	Poor	
Does the School have formal arrangements to make use of offsite playing fields or recreational facilities to support co-curricular or extracurricular activities?	Yes	Yes	Yes	Yes	Yes	Yes	
List of offsite facilities	Rosedale Tennis Club, Ivor Wynne Stadium, <b>Jimmy Thompson Pool</b> , YMCA, Victoria Curling Club, Glendale Golf & Country Club, Mountsberg Conservation Area, <b>Gage Park and Montgomery Park</b>	1. Rosedale Tennis Club (Tennis Team), 2. Stoney Creek Tennis Club (Tennis and class), 3. Players Paradise (Soccer Academy), 4. Laurier Recreation Centre (Waterpolo and classes), 5. Parkdale Arena (Hockey), 6. Glendale Golf and Curling Club (Curling)	Saltfleet Arena, Saltfleet Fields, Brewster Community Pool.	Ivor Wynne - Football; Brian Timmis field.	Ivor Wynne - Football; Soccer World - Soccer	Pat Quinn Arena - Hockey Canada Skills Academy	
How adequate are the facilities for student activities?	No inadequacies identified	No inadequacies identified	No inadequacies identified	No inadequacies identified	No inadequacies identified	No inadequacies identified	

**Questions for the Accommodation Review Committee to address**

a. If a school were to close and students relocated to another school in the area, would they have access to grounds that better support healthy physical activity and extracurricular activities than those that are currently available to them?

b. Do the grounds at a school better support healthy physical activity and extracurricular activities than similar facilities in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to facilities of this quality in their new schools?








**Secondary Pupil Accommodation Review Committee**

## Demographic and Enrolment Trends

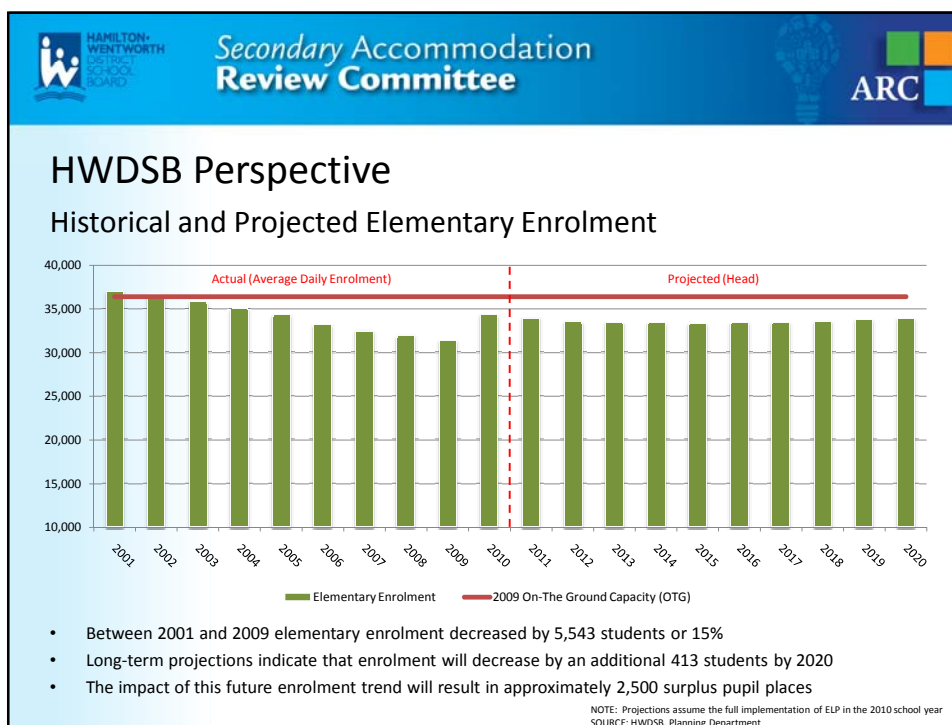
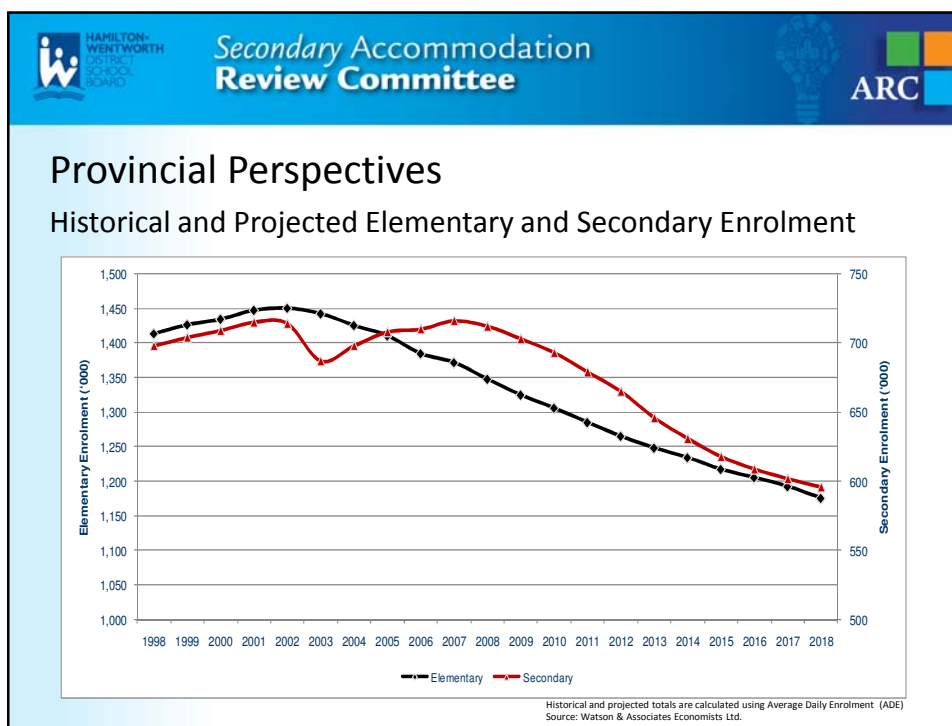
North ARC Working Group Meeting #3  
March 22, 2011



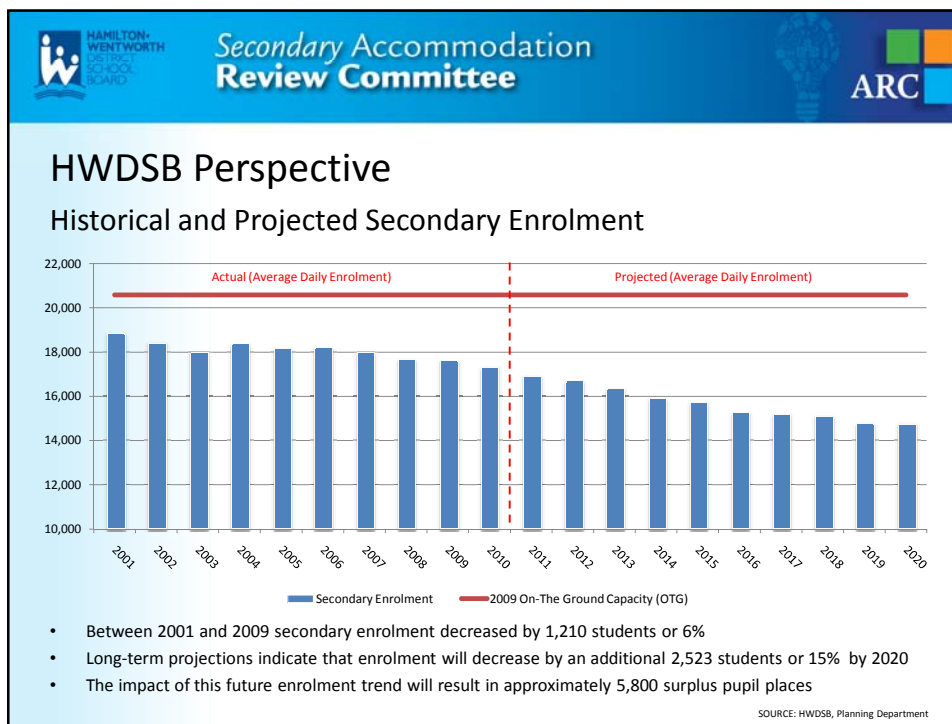
### Provincial Perspectives

- After peaking in 2002, elementary enrolment declined by approximately 5% or 80,000 by 2007
- Between 2007 and 2018, Province-wide elementary enrolment is projected to decline by an additional 14% or 197,000 students
- Between 1998 and 2007 secondary enrolment increased by 3% or 18,000 students
- Province-wide secondary enrolment is projected to decline by 17% or approximately 120,000 students by 2018











**Components of Enrolment Projections**

- Historical Enrolment Data**
  - Hamilton Wentworth District School Board (HWDSB) historical enrolment data by-grade, by-school
  - Historical enrolment from co-terminous boards
- JK Enrolment**
  - Watson & Associates Economists Ltd. (W&A) in-house demographer develops single year of age projection by region/ municipality
  - Statistics Canada custom tabulation summarizes the population for each Census Tract by age (for 1996, 2001 and 2006)
- Development Information**
  - Most recent, municipally approved development forecast
  - Units in the development approval process
  - Discussions with municipal planning staff (Summer 2010)
- Develop Elementary and Secondary Yields**
- Apportionment Rates**



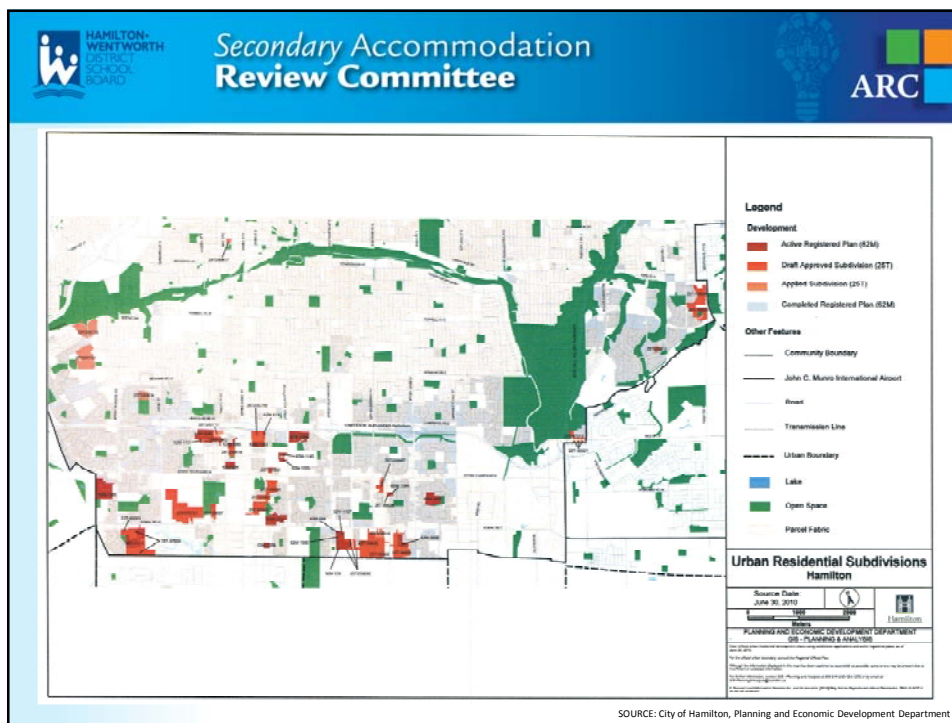


## Secondary Accommodation Review Committee

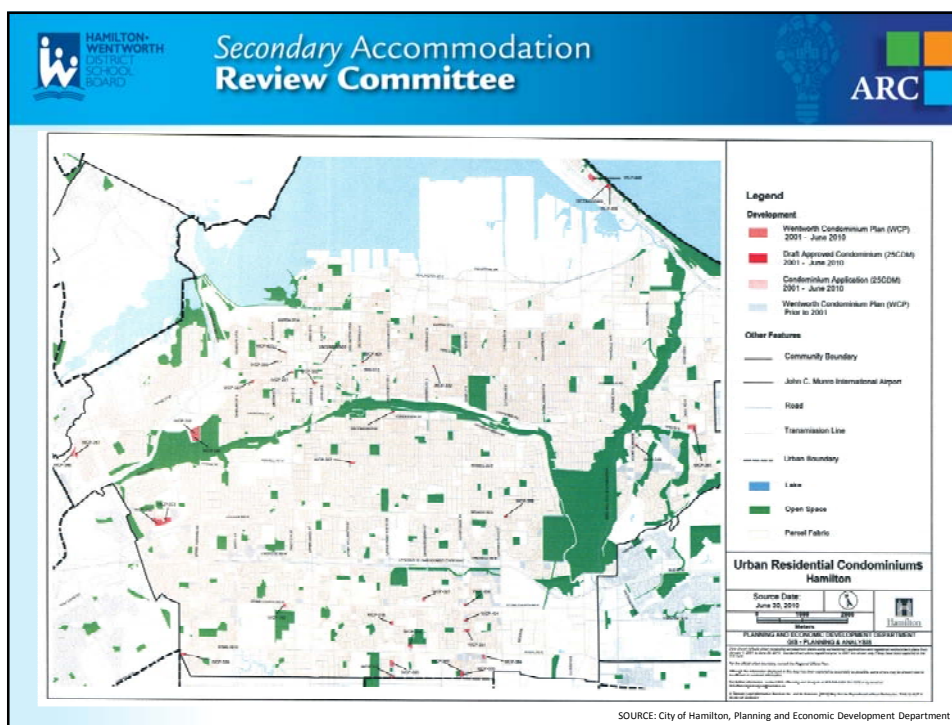
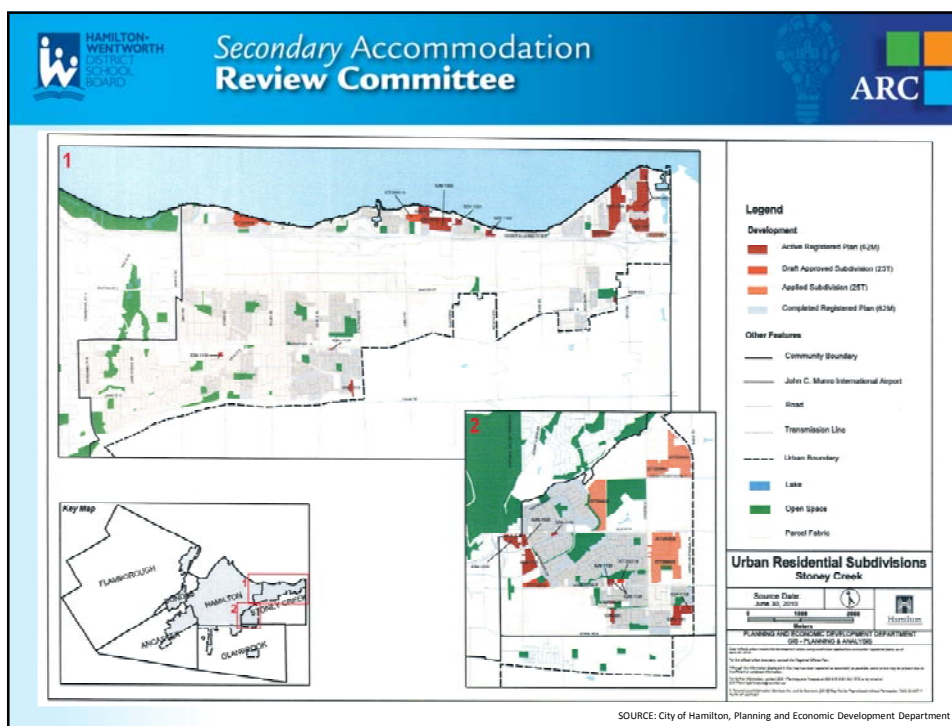


### Demographic and Housing Trends

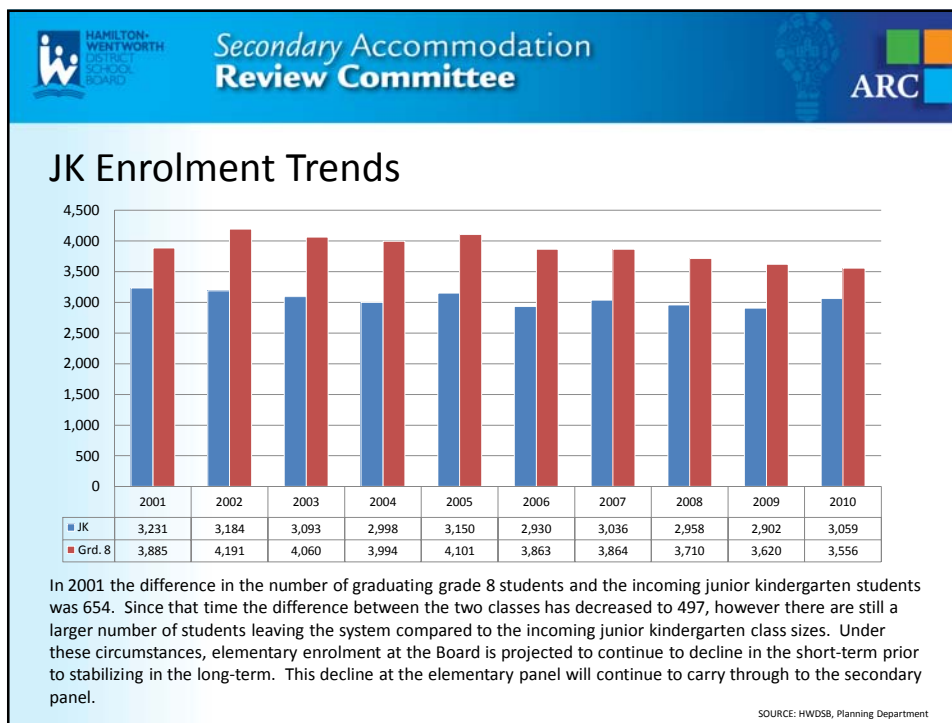
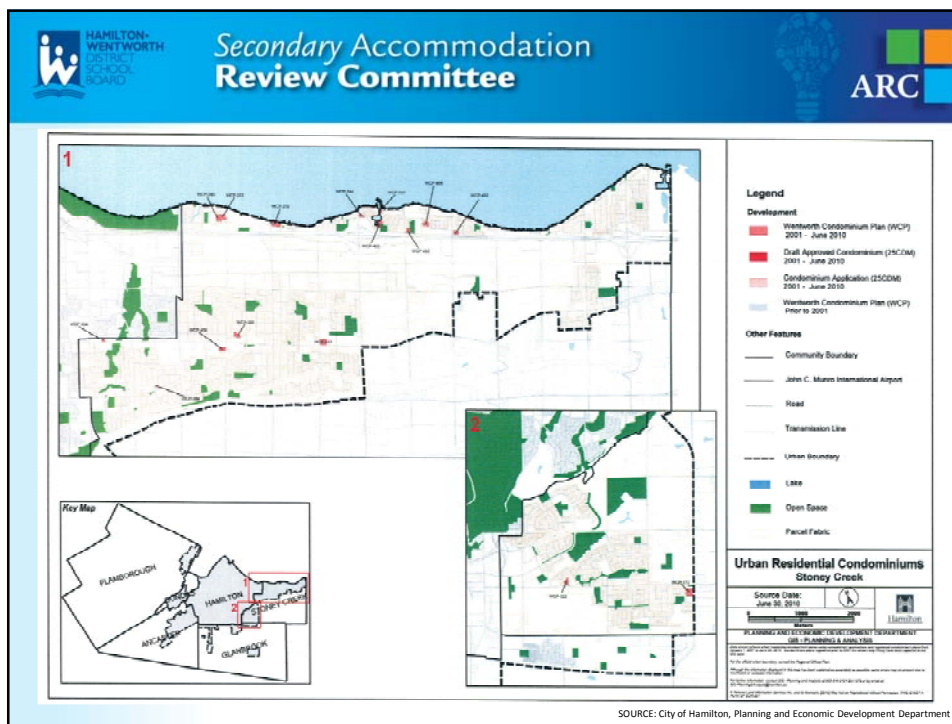
- **New Housing Units**
  - 10,500 (approx.) new housing units constructed between 1996 and 2001
  - 6,200 (approx.) new housing units constructed between 2001 and 2006
- **Elementary School Age Population**
  - Between 2001 and 2006 the elementary school age population per household decreased throughout the jurisdiction of the HWDSB
  - Most notable decreases in former Townships of Dundas, Glanbrook and the City of Hamilton
- **Secondary School Age Population**
  - Between 2001 and 2006 the secondary school age population per household remained stable throughout the jurisdiction of the HWDSB
  - Largest increase experienced in former Township of Flamborough
  - Decreases in former Townships of Ancaster, Glanbrook and City of Stoney Creek
- **Birth Data and Fertility Rates**
  - The number of live births between 2001 – 2007 decreased from 5,291 to 5,081
  - Between 2005 – 2007 fertility rates decreased slightly from 1.372 to 1.368
  - Females between the ages of 30-34 accounted for 34% of the total live births in 2007













## Secondary Accommodation Review Committee

### Apportionment Rates

#### Elementary Apportionment

HWDSB Elementary Students						
2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	Change
34,999	34,242	33,109	32,444	31,884	31,372	<b>-3,627</b>
65.3%	65.1%	64.7%	64.6%	64.5%	64.5%	-0.8%

HWDSB Elementary Students						
2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	Change
18,638	18,351	18,034	17,794	17,496	17,295	<b>-1,343</b>
34.7%	34.9%	35.3%	35.4%	35.5%	35.5%	0.8%

#### Secondary Apportionment

HWDSB Secondary Students						
2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	Change
18,233	17,977	18,091	17,877	17,648	17,582	<b>-651</b>
66.0%	64.9%	64.4%	63.8%	63.2%	62.4%	-3.6%

HWDSB Secondary Students						
2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	Change
9,398	9,710	9,985	10,136	10,270	10,598	<b>1,200</b>
34.0%	35.1%	35.6%	36.2%	36.8%	37.6%	3.6%

**Factors influencing apportionment levels at the HWDSB include:**

- Open access (secondary only)
- New school facilities or program offerings
- Ability to service rural communities

SOURCE: Ministry of Education, School Board Funding Projections for the 2010-11 School Year (Spring 2010)

## Secondary Accommodation Review Committee

### North ARC Cluster of Schools

**Development and Yield Information (1996 – 2006):**

- 775 new units constructed (Avg. 78 units/ year)
- Elementary yield decreased from 0.334 to 0.271
- Secondary yield slightly decreased from 0.124 to 0.121

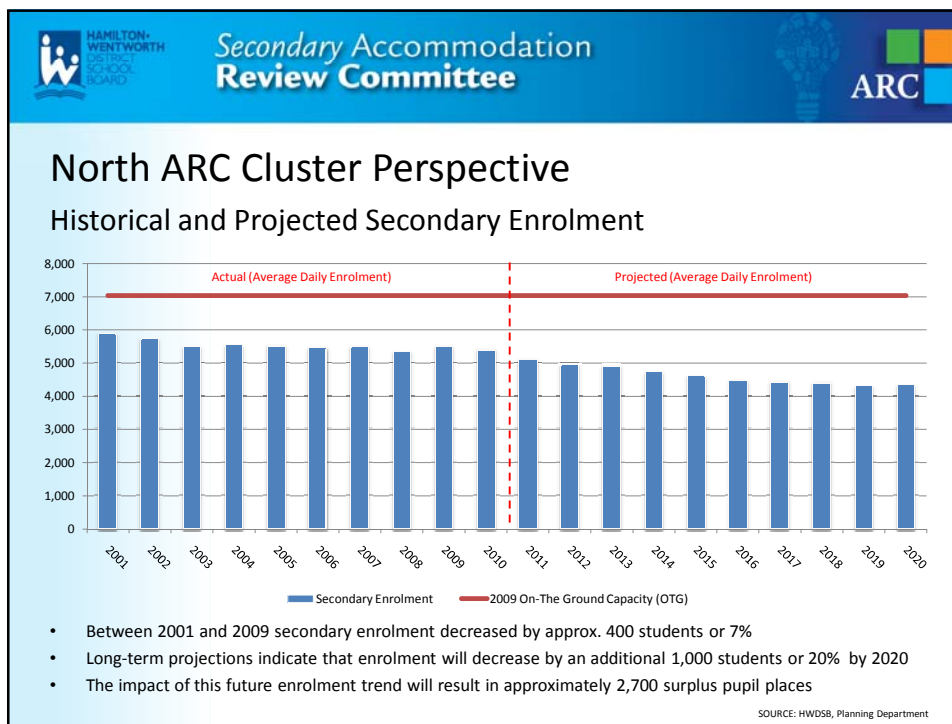
**General Observations:**

- Decline experienced in the elementary school age population will impact secondary enrolments
- Very little potential for new development in the area west of the Red Hill Valley Parkway
- Majority of future growth forecasted for the Stoney Creek community

Age	1996 Census Population	2001 Census Population	2006 Census Population	Change 1996 - 2001	% Change 1996 - 2001	Change 2001 - 2006	% Change 2001 - 2006
<b>0 – 3</b> Pre-School Aged	11,065	9,310	7,945	-1,755	-15.9%	-1,365	-14.7%
<b>4 – 13</b> Elementary School-Aged	26,075	25,425	21,220	-650	-2.5%	-4,205	-16.5%
<b>14 – 17</b> Secondary School-Aged	9,695	10,005	9,470	310	3.2%	-535	-5.3%

Source: Statistics Canada, 1996, 2001 and 2006 Census Profile Data





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

## Summary

### Projection Methodology

- There are a number of variables that are factored into the creation of enrolment projections
- Projections are not an exact science
- When reviewing enrolment projections the focus should be on the long-term trends as opposed to the exact numbers

### Provincial Perspective

- Elementary enrolment peaked in 2002, with secondary enrolment peaking several years later
- There are still areas of growth throughout the Province but not enough to offset the decline being experienced in maturing communities

### HWDSB Perspective

- Elementary enrolment decreased by approximately 5,500 students between 2001 and 2009
- During the same time period, enrolment at the secondary panel decreased by 1,200 students
- The decline experienced at the elementary panel continues to impact secondary enrolments
- North Cluster is projected to have approximately 2,700 surplus pupil places by 2020



Correspondence  
North ARC  
Meeting of March 22, 2011

Received by email

Good Morning Ms. Vanderbeek, Mr. Merulla, copied to the Hamilton  
Wentworth Heritage Association,

My name is Christine Buswell, and I am wondering if I can obtain some  
clarification regarding the proposed closure of Delta High school.  
Should this decision pass, are their plans to tear down the building,  
or will their be a re-appropriation proposal? Please let me know, as  
I am a concerned Hamiltonian who would like to obtain further  
information. Thank you in advance, and I look forward to a response.

Best Regards,

Christine Buswell

.....

Received by email

If Delta closes in 2013, were are the approximatley 850\* students supposed to go?  
Wouldn't it make sense to combine Delta and Parkview so that it amounts to the  
population of other schools?

Blaze Forgie

.....

Received by email

Hi!

I think back to the days when we opened several Vocational High Schools and I'm amazed  
that the Board is seriously thinking of closing the only one left, i.e. Parkview.

Should this happen, I hope the Board moves the program to the remaining secondary  
schools. This will cost plenty! Today, the need is still there for many students who cannot  
handle a regular secondary school program, just as it was in the early 50s.

I am amazed at the number of former students who stop me on the street or in the stores  
to thank us for the programs we offered back then . Without the dedication of the  
teachers and the practical programs offered at the Vocational Schools they would never  
have been as successful as they are today.

Should Parkview and the programs offered there be shut down, shame on the Hamilton-  
Wentworth District School Board!

Don Werner



Since Mountain and Parkview are system schools should they actually be in the arc process? Would we not do a better service to our vocational/special ed students and future students to these to fine schools if we grouped Mountain and Parkview together and come up with how we could provide a new modern facility that serves our students? I know there is a terms of reference, but even the information from both the north and south arc doesn't really benefit these two schools. Daniel and I had this discussion in our working group on Parkview. Because technically the closet school to Parkview if you closed it is Mountain and vice versa, since they are system schools and offer a more unique track of programing and have more of a unique student body.

I feel we are doing the students of Mountain and Parkview a disservice by recommending(I know its only at recommendation at this point) their schools for closure, but the Board has worked so hard over the past years to engage these students for them become susscessful and we have heard the testimonies on how larger is way to much intimidiating to these students, it seems the board is about to scrap alot of excellent work that it has laid to make sure these schools turnout successful students.

I don't know maybe we are looking at this all wrong, instead of increasing our high schools(since we are learning that 21st learner will be much different) maybe we should be looking at closing larger high schools and building more intimate ones that don't go over a 1,000.

Case in point our friends at the other board have mega schools that students are jammed into, and is seeing increase suspensions and this is among females, the root of these suspensions are based on bullying, yet the public board our suspensions have decreased, the majority of our schools are not maxed out as our statistics have shown. If we do make sure our schools are at capacity ie Churchill, Glendale(just using these as an example) are we increasing the chances for more suspensions through bullying? I listened to the testimony of the one Parkview student(and yes I remeber his name)but these kids are fearful into going into a larger setting for the fear of being bullying, and you know something I feel we may have staff working at these two schools for the same reason they fear they may be intimidiated in a larger setting.

This is all just food for thought.

Sincerely,  
Grant Thomas



## **Letter to ARC NORTH from Community Planning Teams**

On behalf of the South Sherman, Crown Point, and McQuesten Community Planning Teams we would like to thank you for your recent invitation to the community to participate in the Accommodation Review Committee process. We are well aware that this is a complicated process that requires some very tough decisions to be made. We are also aware of the pressures that the Ministry of Education funding formula places upon local school boards and your need to accommodate students and families across the City of Hamilton.

We are certain that as a vital member of the Hamilton community you are committed to co-creating a unique solution that best meets the needs of the community of Hamilton. This is exemplified in your commitment to Making Hamilton the Best Place to Raise a Child. Your leadership in implementing the Ministry's policy regarding community use of schools speak to your commitment to the vital importance of schools to the fabric of high risk neighbourhoods and attests to your vision of the integral role schools play in our community.

During this difficult decision-making process we were wondering if it would be helpful to reflect on the work currently being undertaken by several Hamilton community leaders that may help inform your difficult decision. These include but are not limited to:

Terry Cooke, President and CEO; Hamilton Community Foundation

Matt Goodman Vice President Grants and Community Initiatives; Hamilton Community Foundation

Paul Johnson Director, Neighbourhood Development Strategies, City of Hamilton.

Tom Cooper – Director, Hamilton Roundtable for Poverty Reduction



Christine Lee Morrison, Manager, Nodes and Corridors Planning, City of Hamilton

Jill Stevens, Director of Rapid Transit, City of Hamilton

These people and the organizations that they represent have been actively engaged in assembling research and experiences from across North America about the revitalization of urban neighbourhood's and the importance of integrating local schools within a high risk neighbourhood. All are more than willing to share their knowledge with you.

We are looking forward to the May meeting when we may have the opportunity to hear your views on how this reflection of this work currently being undertaken has informed the Accommodation Review Committee's decision-making process.

Would it be possible to hold the next public meeting on Tuesday May 3rd at Delta Secondary, as it is a more central location within the Accommodation Review Committee – North area?

We look forward to your reply. Please do not hesitate to contact Steve Calverley at [steve.calverley@gmail.com](mailto:steve.calverley@gmail.com).



I am writing to you today to express my concern over the proposed closure of Parkview Secondary School. First let me say that Parkview should not be considered when doing planning for Secondary Schools in Hamilton. Because Parkview is unique to the board-where as all of the students attending Parkview have an "Identification" on file and therefore Standard/normal programming and classes are not suitable for any of these kids. Parkview is not a school for average kids-average kids can function at schools that are running at capacity where there are in excess of 1000 kids all scrambling for room, average kids can and will ask for what they need. Parkview kids rely on the programs in place-the life skills programs that teach them how to cook or shop, how to sew and manage a household budget – the job skills programs that introduce them to career paths such as esthetics, electrical, auto, botany, baking and so much more.

I read that the average Parkview student starts grade 9 at a grad 4 reading level. I wonder how these students would fare in a school filled to capacity with teachers who are "ideally-utilized"??? I wonder how many of these kids would bother to come to school at all?

I argue that 'average' kids can function and flourish in these most financially responsible of educational institutions. But these Parkview kids – by nature of the abilities of their circumstances and their unique educational needs – they need a unique school where the building and staff are able to adapt to the students, instead of trying to make the students adapt to the system. Parkview is that school – Parkview has the facilities to teach career paths and jobs skills to kids who may never have another opportunity like this. Parkview has the teacher ratio and small setting that enables these kids to feel safe – because the staff know each and every child, they understand their needs and are able to give these kids the time and attention needed to help them to reach their potential.

Yes it may cost more per student to keep Parkview running, but how much is a child's future worth. They are worth every penny to be able to keep these 500 kids, these 500 family members together. Self confidence is one of the biggest struggles these kids face, believing that they can be successful in school and in life is the largest barrier they have to overcome... Parkview promotes inclusion and building on abilities.. Having my child attend Parkview has been such a blessing, she is happy to go to school and becoming confident in her abilities. IF she were in a "special" class of 20 to 30 students in a school of over a thousand she would feel that she were segregated/different from her peers... At Parkview she fits in. The kids that attend Parkview need Parkview. If it is not broken do not try to fix it! We need to save this programming in it's entirety.

Parkview is not just a school but a community. It is a community of young people guiding each other into the future. A future that they will not have if Parkview is taken away from them.

Thank you for your consideration. Please do not hesitate to contact either one of us if you have any questions. We can be reached at

Eva and John Filinski (mother and father of Hannah Filinski)





## **Keep Parkview Students Together!!**

Most of you are aware that the HWDSB is looking at Parkview as a candidate for closure by the end of 2013. What most of you are unaware of is power that your collective voice with this petition. This will allow our community to see how very valuable staying together as this student body really is, whether it be in this school building or another. Please feel free to leave comments beside your signature as some of them will be referenced at the ARC meeting on February 22, 2011 from 6 – 9pm at Sir John A. MacDonald Secondary School.

- 1) Josh Bortok
- 2) melanie Gilbert
- 3) Brandon Hixon
- 4) Stevenfincy
- 5) Nathan H
- 6) Colin Campbell
- 7) Kim watkins
- 8) Krista Stultz
- 9) Cody Brooks
- 10) Lucy Fronteddu
- 11) Sarah Archambault
- 12) Jennifer Ulhemacke
- 13) Toni Beamsley
- 14) Paul Danner
- 15) Brianne Farnsworth

COMMENTS:





# PARKVIEW SECONDARY SCHOOL



- 16) Courtney Hodder
- 17) Colin McPhail
- 18) Gary Hadley
- 19) James McKenzie
- 20) Naomi Johnson
- 21) Lynn Watkins
- 22) Erica Keats
- 23) Macey Nicholson
- 24) Gabe Reynolds
- 25) Destiny Freeman
- 26) ~~NAOMI~~
- 27) Jasmine LeFebvre
- 28) Mercedes Thompson
- 29) \_\_\_\_\_
- 30) \_\_\_\_\_
- 31) \_\_\_\_\_
- 32) \_\_\_\_\_
- 33) \_\_\_\_\_
- 34) \_\_\_\_\_
- 35) \_\_\_\_\_
- 36) \_\_\_\_\_
- 37) \_\_\_\_\_





# PARKVIEW SECONDARY SCHOOL



60) David Garside

61) Jessica Deady

62) Kaita Wootkins

63) Clantal Marshall

64) Justine Karahan

65) Shann Brown

66) Samantha Mayo

67) Tami Peterson I

68) love Parkview it

69) is awesome and

70) amazing because

71) it's fun and has

72) cool activities to

73) do. And I don't want

74) it to close cause

75) I love it so much!

76) Deconessa Follis

77)

78)

79)

80)

81)

this school is awesome  
we like family when get some  
people, in this

school awesome and  
meet cool people here.





# PARKVIEW SECONDARY SCHOOL



- 82) Kayla wood
- 83) Jesse Huckerby
- 84) Adam Brown
- 85) Sean white
- 86) Lisa Costantini
- 87) John Bowler
- 88) Dylan MacInnis
- 89) Devin Becker
- 90) Siera
- 91) Moises
- 92) Christian Morrow Rogers
- 93) Philip Cho
- 94) Adam
- 95)
- 96)
- 97)
- 98)
- 99)
- 100)
- 101)
- 102)
- 103)

We are going to  
rebuild the school  
we are going to fight to  
keep the school open.  
we are going to keep people  
happy and to keep school  
open.





# PARKVIEW SECONDARY SCHOOL



- 104) OSCAR
- 105) Brady G
- 106) Coleen Pryce
- 107) Coner Futrell
- 108) Derek Tucker
- 109) Amy Brown
- 110) Matthew Atkinson
- 111) Courtney Tucker
- 112) Samantha Sweika
- 113) Frank Laidlaw
- 114) Ann-Marie Dayler
- 115) Makayla Howden
- 116) Bailey Gillard
- 117) Bradley Caughie
- 118) Seedham Berra
- 119) Renee Bonds
- 120) DANNI LEBUC
- 121) Jade Benham
- 122) Kalynn Sykes
- 123) Carrie Guerreiro
- 124) AJON hartison
- 125) \_\_\_\_\_





# PARKVIEW SECONDARY SCHOOL



- 126) Tyler Roy
- 127) Kenydra
- 128) Hannah
- 129)
- 130)
- 131)
- 132)
- 133)
- 134)
- 135)
- 136)
- 137)
- 138)
- 139)
- 140)
- 141)
- 142)
- 143)
- 144)
- 145)
- 146)
- 147)

please do not close  
E ILINZHI





# PARKVIEW SECONDARY SCHOOL



- 170) Melissa Smith
- 171) Andrew ~~McKone~~
- 172) Thomas Kelcey
- 173) Brillianty Faria
- 174) Steven Finch
- 175) Timmy Smith
- 176) Riley Simpson
- 177) Kyle VanDalen
- 178) Chantal Bemedeiros
- 179) Josine Goodfey
- 180) Jacob Medl
- 181) Ten Shercada
- 182) Mike Hipsett
- 183) Natalie Emery
- 184) John McIntyre
- 185) Jessica Albani
- 186) Dan Watkins
- 187) Evander Montgomery
- 188) Will Lackie
- 189) Liam Vatalloso
- 190) Adem Grant
- 191) Jacob Eden

- Tyler Dawe
- Core Painkas II
- melissadesmit
- Jessie Ledger ♥
- Amy Atkins ☆
- Tyler Roy
- Brandon Frankum
- Damen Deneau
- Cherrios smali
- William Cousins!!
- Lisa Constantina
- Babyboy AKA Lil Brezzy
- Dylan MacInnis
- Abigail Crocker
- Vincent Snowden





# PARKVIEW SECONDARY SCHOOL



- 192) Paul Galleau
- 193) Dillon general
- 194) Jordan Williams
- 195) Kyler Ineri
- 196) Shuni or McMullen-Kelczsi
- 197) Tyrone Springer
- 198) Zack Walton
- 199) Rehe Boyer
- 200) AMBER KRU
- 201) William Labelle
- 202) Harry Russell
- 203) Nelson evora
- 204) Kody Hadley
- 205) Shawn Hammer
- 206) Andrae Bailey
- 207) \_\_\_\_\_
- 208) \_\_\_\_\_
- 209) \_\_\_\_\_
- 210) \_\_\_\_\_





**North - Accommodation Review Committee  
Working Group Meeting #4  
April 12, 2011**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran, Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Meeting Planning – Working Group and Public Meetings**
- 4. Presentation – Community Planning Teams**
- 5. Presentation – Program Plan**
  - 5.1 Discussion in Groups**
  - 5.2 Questions and feedback**
- 6. Minutes of the meeting of March 22, 2011**
  - 6.1 Errors or Omissions**
  - 6.2 Approval of the Minutes**
  - 6.3 Business Arising from the Minutes**
    - 6.3.1 Information requested**
- 7. Correspondence**
- 8. Other Business**
- 9. Adjournment**

**Next Meeting -Tuesday, May 3, 2011 - 6:00 pm**

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



**North Accommodation Review Committee Meeting**

**Board Room – Education Centre**

**April 12, 2011**

**Working Meeting #4**

**Minutes**

**ATTENDANCE:**

**Committee Members**

***Chair –Vicki Corcoran***

***Voting Members – Jayne Bentley, Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Jane Henry, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Glenn Cooke, Geoff Coombs, Mark Currie, Rich Gelder, Jim Holubeshen, Peter Joshua, Ray Mulholland, Jamie Nunn, Maria Pearson, , Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White***

**Regrets**

***Voting Members – Annie Fu, Marie Jackson, Rick Kunc***

***Non-Voting Members – Scott Barr, Chad Collins, Susan Corrigan, Jason Farr, Bernie Morelli, Sam Merulla, Bob Pratt, Don Pente***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton, Ellen Warling***

**Recording Secretary**

***Tracy McKillop***

**1. Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the fourth working group meeting. She indicated that they had a busy agenda ahead and the minutes from the previous meeting were moved to the end of the night so that the Committee could get right to work. She spoke of the follow-up information



from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard.

## **2. Agenda**

**2.1 Additions and Deletions** – There were no additions or deletions.

**2.2 Approval or the Agenda** – The agenda was approved by consensus.

## **3. Meeting Planning**

Superintendent Corcoran explained that there were two presentations on the Agenda. For this reason and because the program plan presentation would take some time the Chair indicated that it made sense to delay the discussion of the accommodation options until the next working group meeting. She also shared that some discussion could take place regarding the working group and public meeting times and content. Mr. Del Bianco spoke to the Committee and asked for their opinion on flipping the next public meeting with the next working group meeting # 5. There was some concern that the public meeting had already been advertised and the Committee felt that the change would need to be advertised. Consensus was given to make the change and to advertise the changed dates. The next working group meeting will now be May 3<sup>rd</sup> at 6:00 p.m. and the next public meeting will be held at Glendale on May 24<sup>th</sup> at 6:30-9:30 p.m.

## **4. Presentation – Community Planning Team**

The presentation was made by David Derbyshire on behalf of the Community Planning Team. Mr. Derbyshire shared that the Community Planning Team has eight communities across the City of Hamilton. He shared that he was here to speak of three of the eight communities – McQuesten, Crown Point and South Sherman. Mr. Derbyshire used one of the Communities “McQuesten Community Planning Team” as an example of a planning team. To see the eight communities and the handout please click on the following link: [http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Community\\_Planning\\_Team\\_Presentation\\_Apr12\\_2011.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Community_Planning_Team_Presentation_Apr12_2011.pdf)

He shared that the key of the planning team is the community (resident, places of worship, service providers, institutions, etc) who want to make the neighbourhood a better place. The teams meet on a monthly basis.

The Mission of the team is: “To improve the quality of life for those of us living in the McQuesten Neighbourhood.”

The Vision: “To create an active and responsive link between the residents and those involved in the McQuesten community.”

Five Core Value:

- Respect
- Inclusiveness
- Stewardship
- Caring
- Asset based on strengths of this community



Mr. Derbyshire felt that it was important for the ARC Committee to listen to these residents and to hear the impact that their recommendation could potentially have on the residents of these three communities.

The Committee asked Mr. Derbyshire if the community has expressed concern that Delta is a part of these communities. He shared that the schools are a real focal point of these communities.

Mr. Derbyshire was then asked what he saw happening to the communities if Delta closed. He indicated that the community would like to see revitalization, an LRT System and housing revitalization. The concern was that if people want to move back into the area there will be no Secondary School available to these residents. He felt that people would be moving out because they want their children closer to schools, and there would be others who would not want to move into the area if no Secondary Schools exist. He also felt that this would have a negative impact on businesses in the neighbourhood.

A Committee member asked what affect it would have on the programs, like the Girls and Boys Club, which are offered in the Area. Mr. Derbyshire stated that he does not see it closing because Kiwanis has been in the neighbourhood for a number of years. He stated that these programs will still be offered.

Another member shared that it is the ARCs mandate to close a school. He wondered what would be the recommendation from these community teams. Mr. Derbyshire asked if there was a creative way to fill the space in the schools, for example twinning schools (Parkview and Delta). Some other ideas that he shared were:

- Two Boards coming together to fill the existing school or can you offer a program like you have at Westmount in the core of the City.
- Make the school reflect the community – e.g. Sir John A Macdonald becomes an art school.
- Can the school be partnered and mentored by businesses in the area.

Mr. Derbyshire indicated that some schools may be closed but why does it have to be the schools in the core. He feels that students from the outside could come into the core. He also asked about transportation for the students who are currently enrolled in these schools. Would they get on a bus and go to a new school or would they go to a school that is further away? His concern is that these students would be at risk and they would not go outside of their natural migration pattern. Mrs. Bawden shared that some of the students at Delta need to leave immediately after school to pick up siblings or if the parent has to go to work the students often get called out from school to look after their siblings. She also shared that they are at an age where they have difficulty getting up in the morning however if they wake up late and the school is around the corner they will often make the effort to get to school. Mr. Derbyshire also shared that the parents are involved in the school that are in the neighbourhood however he stated that they will not go to schools that are outside of their immediate area.

The Chair thanked Mr. Derbyshire for taking the time to come out and speak to the Committee.

## **5. Presentation – Program Plan**

Superintendent Corcoran shared that the Board wanted to present more detailed information on the Program Plan. She asked the Committee to note that this plan will be adapted to reflect the final decisions of the Board about which schools are closed. While the plan may reflect the recommendations of Senior Administration they are very clear that the plan must reflect the final



decisions of the Board. She also stated that this ARC may make program recommendations that may be adopted by the Board.

Mr. Peter Joshua spoke of “Why a Program Strategy”. He shared that this is about “Learning for All” and it is about rethinking the way that programs are offered so that Hamilton-Wentworth District School Board best meets the needs of each of the students. They want students to have choice, support and directions as they benefit from the knowledge and skills they acquire from their educational program. Hamilton-Wentworth District School Board is restructuring what they offer, where they offer it and how they can support all students to achieve their full potential in their schools. Everything they do, from the placement of programs, supports and facilities, will make strategic sense and ensure students feel safe, welcome, energized and included as they work to achieve their goals.

“What is Changing?” – This represents a shift in thinking and touches many themes including:

- All Students Learning - This is about equal learning for every student
- Personalized Learning - Students choosing how they learn
- All Pathways in All Schools – wanting every school to meet every major student destination (apprenticeship, college, community, university, work)
- Schools with Specializations – where you live should not determine what you can study.
- Board, Cluster and Community Supports – adjusting the type and intensity of our supports to fit the needs of each student.

“What is Vocational Education?” Vocational education consists of programs that:

- Focus on workplace preparation with a strong emphasis on the development of literacy, numeracy, personal life management and employment skills.
- Experiential learning through job shadowing, work experience and co-operative education.
- Deliver safe, nurturing and inclusive environments.
- Student achievement improves when students learn alongside peers of mixed abilities.

Superintendent Joshua stated that an important piece is that Hamilton-Wentworth District School Board is delivering this program in a safe, nurturing and inclusive environment in a local school.

Superintendent Joshua shared that Hamilton-Wentworth District School Board already has many of these programs throughout the Board, in the Specialist High Skills Majors and the Ontario Youth Apprenticeship Programs. Through the vocational programs, the students will have the same choices, variety and flexibility in their course options, while Hamilton-Wentworth District School Board will continue to offer support in the areas that are needed.

#### Tier 1 – School and class-wide learning

This tier has four pathways which all students in the system will choose a pathway to follow.

One such pathway is apprenticeship. College is another pathway that students may choose. The third option is a University pathway and the last pathway is work. The key to this approach is to have the student’s achievement at the centre. They must feel good about being in school and reaching their goals.

#### Tier 2 – Selected Interventions

Support for Tier 2 - include programming for at-risk students. A student in Tier 2 could receive support while also being in a Special High Skills Major program.



### Tier 3 – Targeted Interventions

In Tier 3 programming is delivered for identified students. These students could have support with math, reading and writing for the morning and then they could take classes in the afternoon like cooking, music, drama, arts, etc. Programming like this is about making sure that that staff are on hand if the student needs help understanding his/her work, while also helping them to become more independent.

#### What are the benefits?

Hamilton-Wentworth District School Board will respond to the unique needs of each student with a mix of programs and supports.

#### Other benefits include:

- Continuity – giving the students a smooth transition from elementary to secondary schools.
- Direction – giving students option so they can focus on programs that fit their interests.
- Engagement – using a Board-wide view to place specialized programs throughout the system.
- Equity – locating programs so all students can access them.
- Inclusion – educating students with higher needs with peers, with supports at every school.

#### Fundamental beliefs

- Serve each student
- Engage each student with programs to improve achievement
- Provide access to programs that meet each student's needs.

#### Questions:

Q. What will happen to compensatory classes? Will students currently enrolled be implemented into regular classes or will they stay in the classes they are in now?

A. Hamilton-Wentworth District School Board is not getting rid of the compensatory classes however some students may want to integrate into the new program strategy.

Q. Do you have a profile of Tier 3 students?

A. There are a variety of profiles in the document "HWDSB Program Strategy"

[http://www.hwdsb.on.ca/staff/strategic\\_directions/learning-for-all/documents/Program-Strategy.pdf](http://www.hwdsb.on.ca/staff/strategic_directions/learning-for-all/documents/Program-Strategy.pdf)

(that was handed out). In the document it looks at a number of student needs and closely matches a variety of current students.

Q. Is it possible to have the Parkview program as a program of choice?

A. Superintendent Joshua shared that the question would need to be taken away for further discussion. He did however share that Parkview and Mountain Secondary School do offer programs like the Wilson program and Hamilton-Wentworth School Board would like to have that opportunity in all of the schools. Superintendent Rocco shared that these students exist in all of the schools, not just Parkview and Mountain Secondary School. His experience is that students who were in compensatory classes as well as regular classes did well and we need to be able to create that transition program for all of these students.



Q. Parkview/Delta receives compensatory funding. What will happen to that funding?

A. Superintendent Rocco shared that the funding is on a per pupil basis. If a student moves the funding is based on student need so the funding reflects that. Superintendent Joshua also shared that part of the Program Strategy is equitable distribution of funding and the funding will be distributed where the needs are.

**6. Minutes of the meeting of March 22, 2011**

6.1 Errors or Omissions – None

6.2 Approval of the Minutes – Consensus was given on the approval of the minutes.

6.3 Business Arising from the Minutes –

- 6.3.1 Information Requested – information was handed out. Jim Holubeshen shared with Mr. Del Bianco that the map is incorrect and the spelling of Macdonald is incorrect as well.

**7. Correspondence**

A copy of a letter was distributed to the Committee.

**8. Other Business** – None

**9. Adjournment** – the meeting was adjourned at 8:57 p.m.





**HAMILTON-  
WENTWORTH**  
DISTRICT  
SCHOOL  
BOARD

**Policy No. 10.01**  
**Financial**

## **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



# Pupil Counts by Grade of Where Pupils Attending Westdale Secondary School Live

School of Attendance: Westdale Secondary School

Program: French Immersion

Grades Included: 9,10,11,12

School of Residence	Enrolment					Subtotals	
	9	10	11	12		9-12	
Westdale Secondary School	31	31	14	24		100	
Sir Allan MacNab	17	15	6	5		43	
Delta Secondary School	7	7	6	10		30	
Hill Park	6	11	10	2		29	
Ancaster High School	6	8	7	2		23	
Highland	7	6	5	2		20	
Parkside High	5	7	3	3		18	
Barton Secondary	6	4	3	3		16	
Glendale Secondary School	2	2	9	2		15	
Sherwood Secondary School	4	3	5	3		15	
Sir John A. Macdonald Secondary School	4	3	4	3		14	
Sir Winston Churchill Secondary School	3	3	2	1		9	
Saltfleet District High School	4	0	1	0		5	
Orchard Park Secondary School	2	0	0	0		2	
Out of Board - CALEDONIA	0	1	1	0		2	
<b>Total by Grade</b>	<b>104</b>	<b>101</b>	<b>76</b>	<b>60</b>		<b>341</b>	



**Table A: Properties Closed/Sold Since Amalgamation 1998-2010**

<b>Schools Closed &amp; Sold</b>	<b>Year Closed</b>	<b>Year Sold</b>	<b>Size (acres)</b>	<b>Buyer</b>	<b>Amount</b>	<b>Use</b>
George P. Vanier (Transferred)	1998	1998	3.62	CSD Du Centre-Sud-Ouest (French Board)	\$1	school
Ainslie Wood	1994	2000	4.54	Columbia International College	\$800,000	school
Pioneer Memorial	1983	2000	7.01	1150683 Ontario Ltd. Maureen Worrton-Sauve	\$165,000	church
Briarwood	1990	2000	7.00	Brock University	\$1,800,000	school
Binkley	1979	2000	0.94	1408133 Ontario Inc. c/o Greg Ressel	\$370,000	school
Jerseyville	1996	2000	2.16	Judith Anne Evans	\$152,100	residential
Allenby	2001	2002	1.26	1502465 Ontario Inc. c/o Michael Valvasori	\$665,000	residential
Bennetto	2002	2003	1.72	City of Hamilton	\$900,000	Health Centre
Parkwood	2003	2003	6.51	Hamilton Malayalee Samajam	\$275,001	centre
Lynden	2003	2003	4.00	Gowlings Holding	\$225,000	for sale-2010
Fernwood Park & Hampton Heights	2003	2003	5.52	Adisco Limited	\$1,334,000	residential
Sheffield	2003	2003	2.50	Grace Covenant Church	\$150,000	centre
Sherwood Heights	2003	2004	4.38	CSD Du Centre-Sud-Ouest (French Board)	\$1	school
Scott Park	2001	2004	1.53	Hero Champ Realty Development Inc. Mr. Mo	\$650,000	empty bldg.
Fairfield	2004	2004	2.40	City of Hamilton	\$535,000	park
Peace Memorial	2003	2004	3.65	City of Hamilton	\$820,500	park
Pleasant Valley	2004	2004	4.38	Schuit Homes Inc. Gerry Schuit	\$1,026,000	residential
Ryckman's Corners	2003	2004	2.48	Sulphur Springs Dev.	\$576,000	residential
Lloyd George	2003	2005	1.73	Mo (Hero Champ Realty)	\$250,000	empty bldg.
Tweedsmuir	2004	2005	0.91	City of Hamilton	\$325,000	park
University Gardens	2004	2005	3.71	2072581 Ontario Ltd.	\$1,325,000	residential
Thornbrae	2005	2005	6.13	A. Desantis Developments	\$1,925,000	residential
Burkholder Drive	2005	2005	4.98	Timothy Canadian Reformed	\$1,900,000	school
Grange	2005	2005	4.34	City of Hamilton	\$1,576,201	park
Robert Land	2004	2006	2.15	Robert Land Community Centre	\$330,000	centre
Central Park	2007	2009	5.26	2066490 Ontario Inc.	\$630,000	residential
Dundas District	2007	2009	3.27	Michale Valvasori	\$600,000	residential
Seneca	2007	2009	7.19	Nicola Galli Enterprises Limited	\$2,352,000	residential
Gibson	2009	2009	1.27	Stephen Barber	\$151,100	empty bldg.
Stinson	2009	2009	1.48	DHLP Management Inc.	\$1,050,000	residential
Vern Ames (Demolished 2008/Land sold)	2007	2009	5.00	City of Hamilton	\$1,875,000	park
<b>Sub Total</b>			<b>113.02</b>		<b>\$24,732,904</b>	

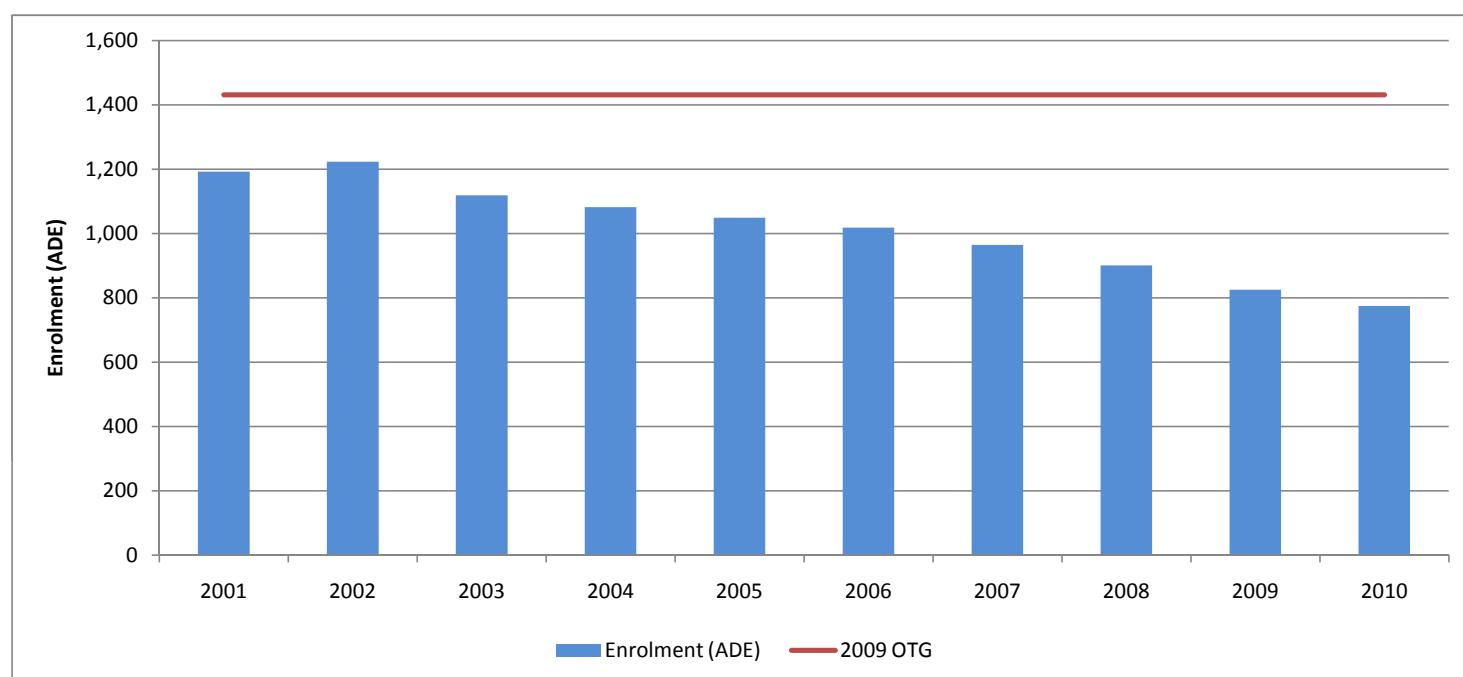
<b>Land Sold</b>	<b>Type</b>	<b>Year Sold</b>	<b>Size (acres)</b>	<b>Buyer</b>	<b>Amount</b>	<b>Use</b>
220 Dundurn	Warehouse	1998	3.03	Dundurn Street Lofts	\$400,000	empty bldg
Crerar	Vacant Land	1999	6.00	CSD Du Centre-Sud-Ouest (French Board)	\$1	vacant land
Chappel East/West	Vacant Land	2001	7.61	Benemar Construction Inc.	\$1,100,000	residential
Eleanor	Vacant Land	2003	8.76	Casablanca Properties	Exchange	residential
Pt of Parkdale	Strip of Land	2007	0.14	City of Hamilton	\$17,500	easement
Templemead Lots	20 Lots	2007	2.17	Multi-Area Development	\$2,000,000	residential
Pt of Templemead	Portion of Land	2007	2.89	City of Hamilton	\$450,000	park
Pt of James Macdonald	Strip of Land	2008	0.70	1419690 Ontario Inc.	\$189,135	residential
Pt of Dundas District	Vacant Land	2008	2.48	City of Hamilton	\$1,000,000	park
Greenhill	Vacant Land	2009	7.97	City of Hamilton	\$2,988,750	park
Albion Wil-Bar – 150 Pritchard Rd.	Vacant Land	2009	5.40	City of Hamilton	\$32,500	vacant land
Ryckman's – 0 Diconzo Dr.	Vacant Land	2009	5.74	City of Hamilton	\$1,877,187	park
Kirkwall – 1434 Kirkwall Rd. Flamborough	Vacant Land	2009	0.93	D'Angelica & Gerdes	\$140,333	resident
<b>Sub Total</b>			<b>53.82</b>		<b>\$10,195,406</b>	
<b>Grand Total</b>			<b>166.84</b>		<b>\$34,928,310</b>	



Hamilton-Wentworth District School Board  
 Secondary Accommodation Review  
 Historical Enrolment Summary (ADE) - Delta



Delta											
	Hist 2001/ 2002	Hist 2002/ 2003	Hist 2003/ 2004	Hist 2004/ 2005	Hist 2005/ 2006	Hist 2006/ 2007	Hist 2007/ 2008	Hist 2008/ 2009	Hist 2009/ 2010	Curr 2010/ 2011	3Yr Average Retention Rate
9	273	308	257	245	220	208	201	191	153	170	72%
10	269	278	291	252	255	240	208	204	175	148	97%
11	308	251	231	271	229	249	232	195	184	170	94%
12	199	349	313	301	329	312	324	303	304	273	144%
OAC	139	33	24	14	17	10	-	-	-	-	
SE	5	6	4	-	-	-	-	8	10	14	
OTH	-	-	-	-	-	-	-	-	-	-	
Total	1,192	1,224	1,119	1,082	1,049	1,018	964	901	825	774	

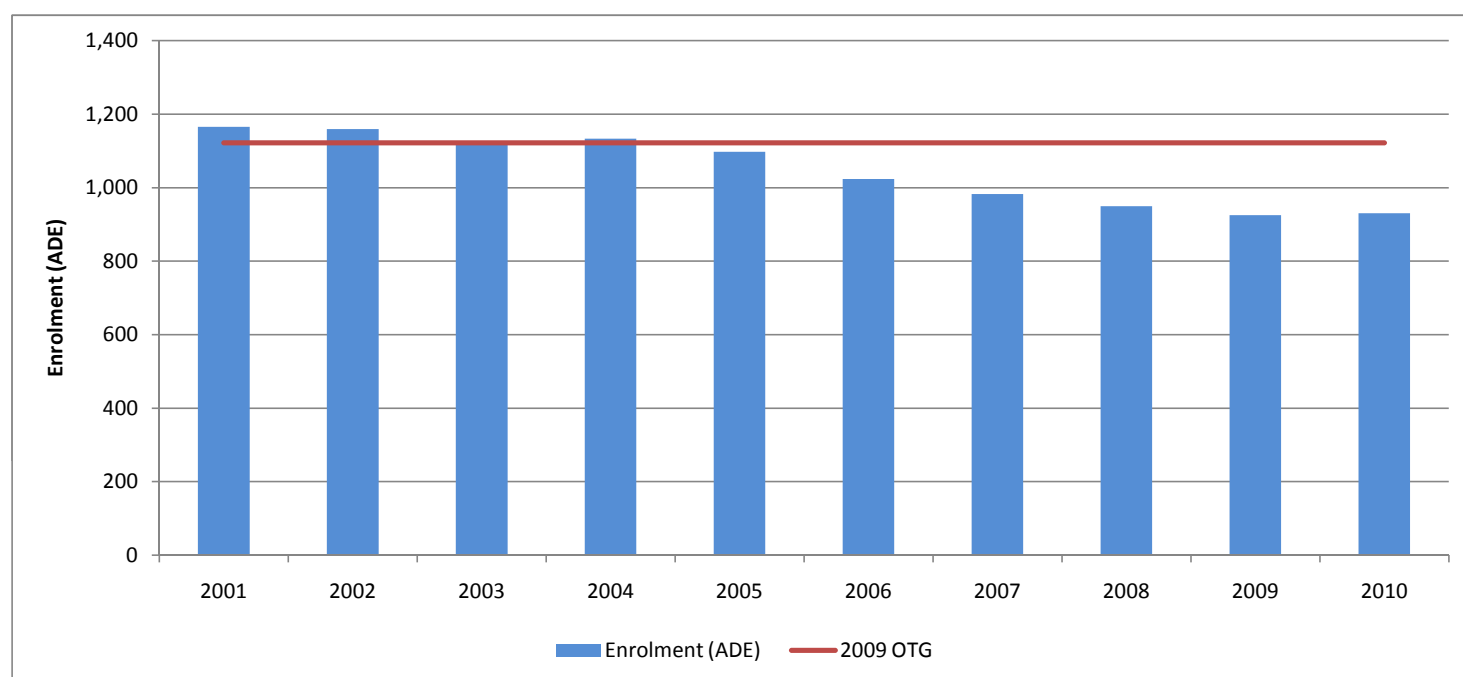




Hamilton-Wentworth District School Board  
 Secondary Accommodation Review  
 Historical Enrolment Summary (ADE) - Glendale



Glendale											
	Hist 2001/ 2002	Hist 2002/ 2003	Hist 2003/ 2004	Hist 2004/ 2005	Hist 2005/ 2006	Hist 2006/ 2007	Hist 2007/ 2008	Hist 2008/ 2009	Hist 2009/ 2010	Curr 2010/ 2011	3Yr Average Retention Rate
9	281	255	230	243	268	197	208	206	213	195	89%
10	241	282	255	242	237	256	199	201	203	211	98%
11	246	227	279	250	233	229	243	210	201	193	100%
12	242	309	329	353	316	310	322	327	306	321	146%
OAC	157	87	24	35	32	22	5	-	-	-	
SE	-	-	3	12	11	11	7	5	3	10	
OTH	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>1,166</b>	<b>1,160</b>	<b>1,118</b>	<b>1,133</b>	<b>1,097</b>	<b>1,023</b>	<b>983</b>	<b>949</b>	<b>926</b>	<b>930</b>	

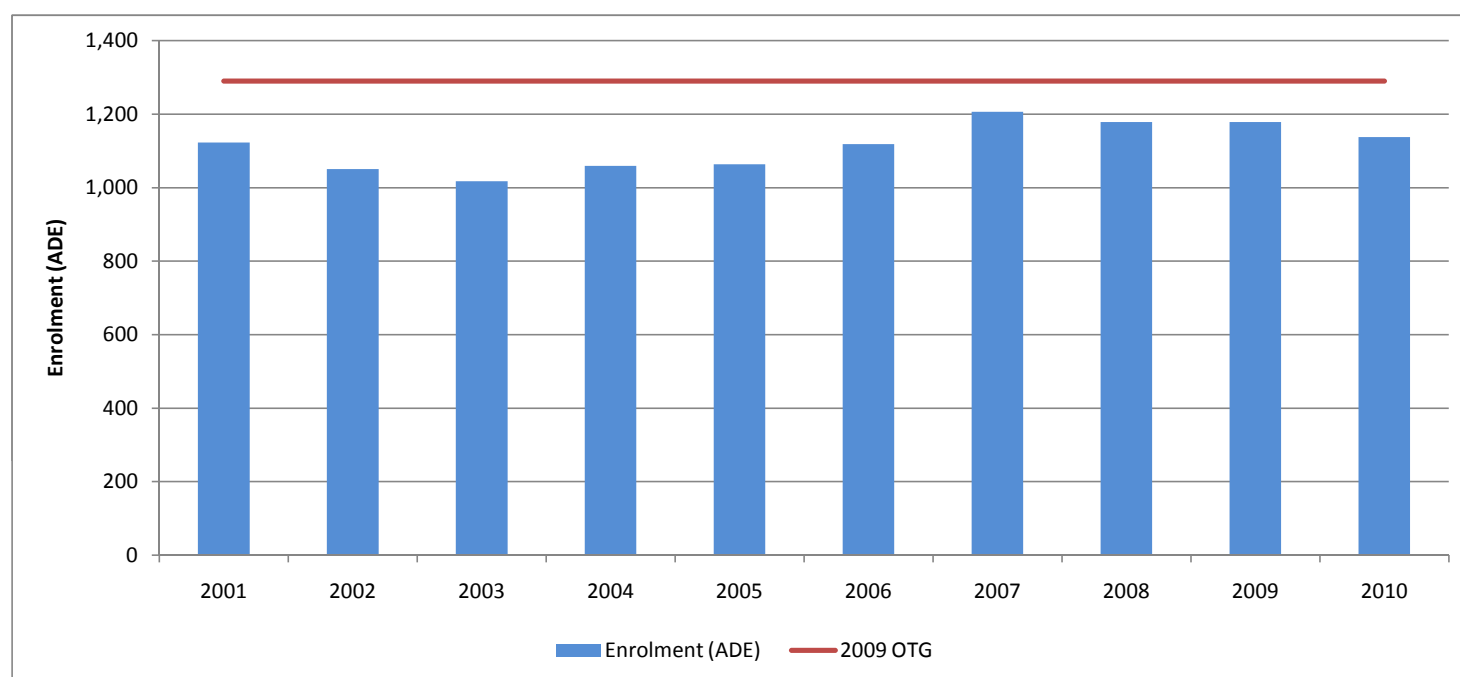




Hamilton-Wentworth District School Board  
 Secondary Accommodation Review  
 Historical Enrolment Summary (ADE) - Orchard Park



Orchard Park											
	Hist 2001/ 2002	Hist 2002/ 2003	Hist 2003/ 2004	Hist 2004/ 2005	Hist 2005/ 2006	Hist 2006/ 2007	Hist 2007/ 2008	Hist 2008/ 2009	Hist 2009/ 2010	Curr 2010/ 2011	3Yr Average Retention Rate
9	219	204	242	273	260	290	296	256	268	237	100%
10	239	230	221	248	279	262	290	303	257	275	102%
11	260	235	233	230	233	283	266	285	290	243	96%
12	250	243	289	242	253	262	343	314	345	361	121%
OAC	151	137	29	56	30	12	-	-	-	-	
SE	5	3	5	12	11	10	13	21	19	21	
OTH	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>1,123</b>	<b>1,051</b>	<b>1,018</b>	<b>1,060</b>	<b>1,064</b>	<b>1,118</b>	<b>1,207</b>	<b>1,178</b>	<b>1,179</b>	<b>1,137</b>	

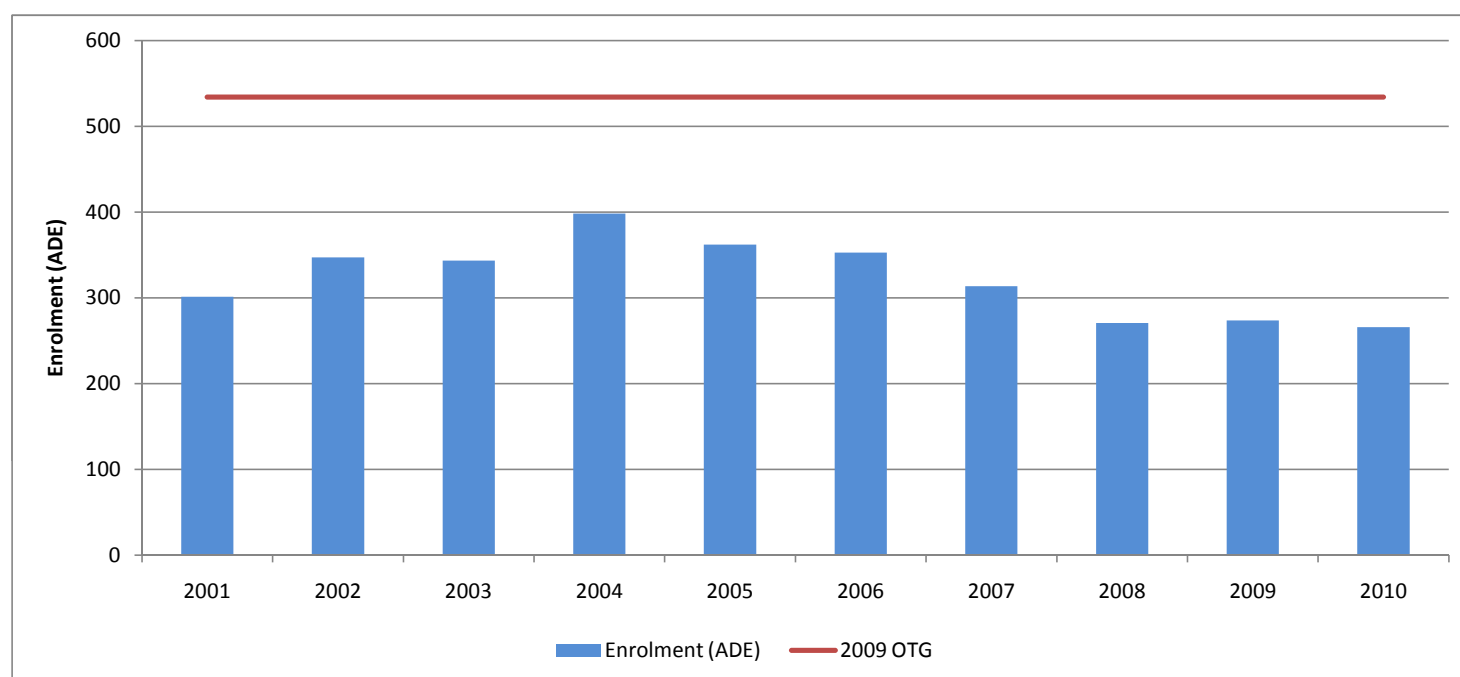




Hamilton-Wentworth District School Board  
 Secondary Accommodation Review  
 Historical Enrolment Summary (ADE) - Parkview



Parkview											
	Hist 2001/ 2002	Hist 2002/ 2003	Hist 2003/ 2004	Hist 2004/ 2005	Hist 2005/ 2006	Hist 2006/ 2007	Hist 2007/ 2008	Hist 2008/ 2009	Hist 2009/ 2010	Curr 2010/ 2011	3Yr Average Retention Rate
9	90	100	85	116	64	70	66	52	60	55	n/a
10	90	92	103	103	105	70	62	59	51	67	99%
11	56	86	73	67	73	84	70	52	58	49	93%
12	66	70	77	75	78	101	102	95	94	82	151%
OAC	-	-	-	12	17	10	1	-	-	-	
SE	-	-	6	26	26	18	14	12	10	13	
OTH	-	-	-	-	-	-	-	-	-	-	
Total	302	347	344	398	362	353	314	271	274	266	

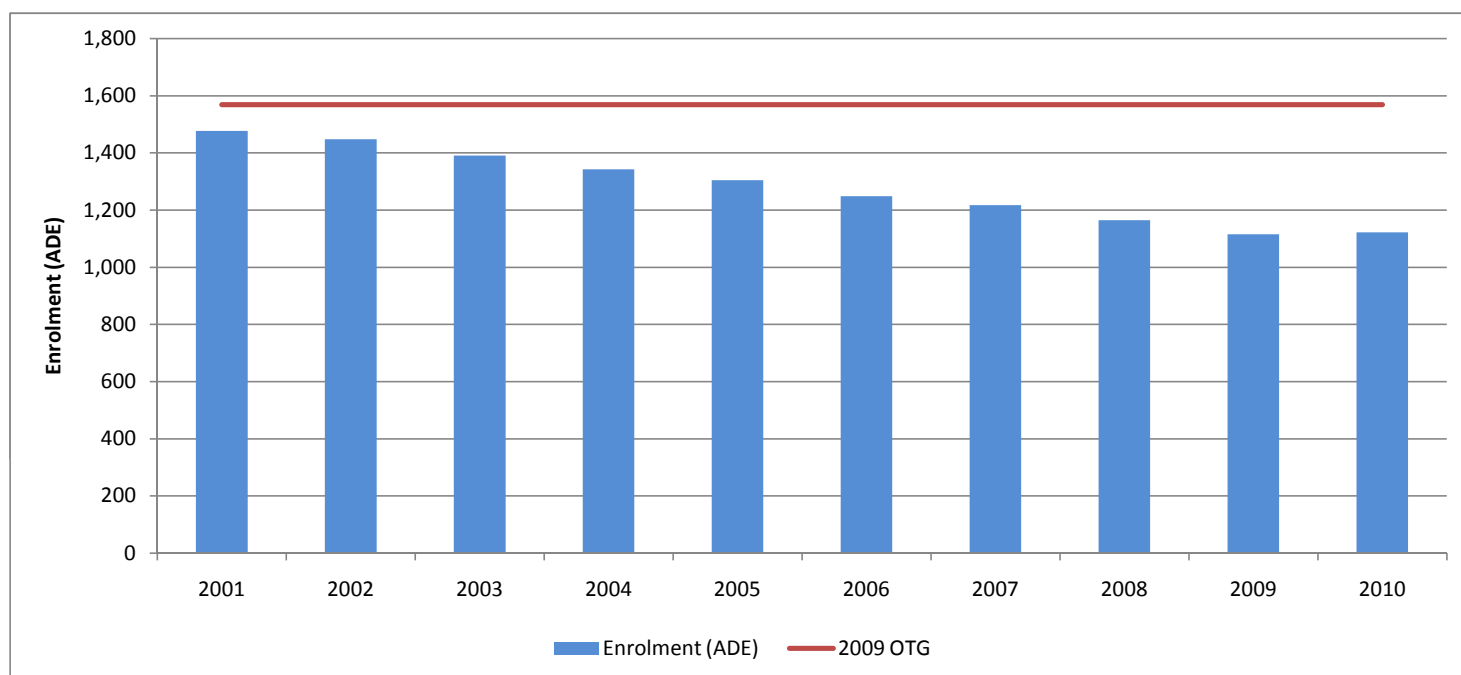




Hamilton-Wentworth District School Board  
 Secondary Accommodation Review  
 Historical Enrolment Summary (ADE) - Sir John A. Macdonald



Sir John A. Macdonald											
	Hist 2001/ 2002	Hist 2002/ 2003	Hist 2003/ 2004	Hist 2004/ 2005	Hist 2005/ 2006	Hist 2006/ 2007	Hist 2007/ 2008	Hist 2008/ 2009	Hist 2009/ 2010	Curr 2010/ 2011	3Yr Average Retention Rate
9	299	256	276	239	259	216	203	197	186	206	74%
10	305	298	310	305	254	278	244	222	202	202	107%
11	338	366	308	269	269	239	260	254	228	229	106%
12	381	438	437	497	495	494	503	492	499	485	199%
OAC	128	60	40	34	28	23	-	-	-	-	
SE	28	31	20	-	-	-	7	-	-	-	
OTH	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>1,477</b>	<b>1,448</b>	<b>1,391</b>	<b>1,343</b>	<b>1,305</b>	<b>1,248</b>	<b>1,217</b>	<b>1,165</b>	<b>1,115</b>	<b>1,123</b>	

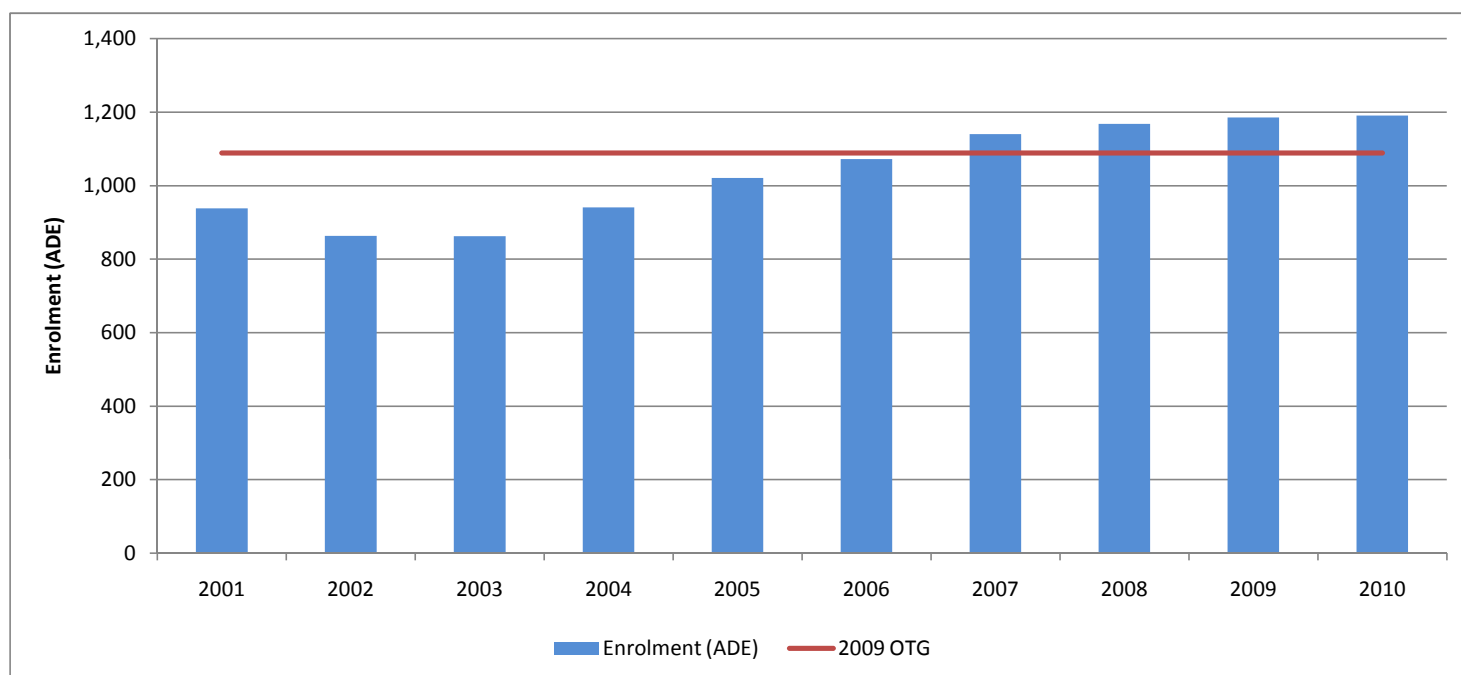




Hamilton-Wentworth District School Board  
 Secondary Accommodation Review  
 Historical Enrolment Summary (ADE) - Sir Winston Churchill

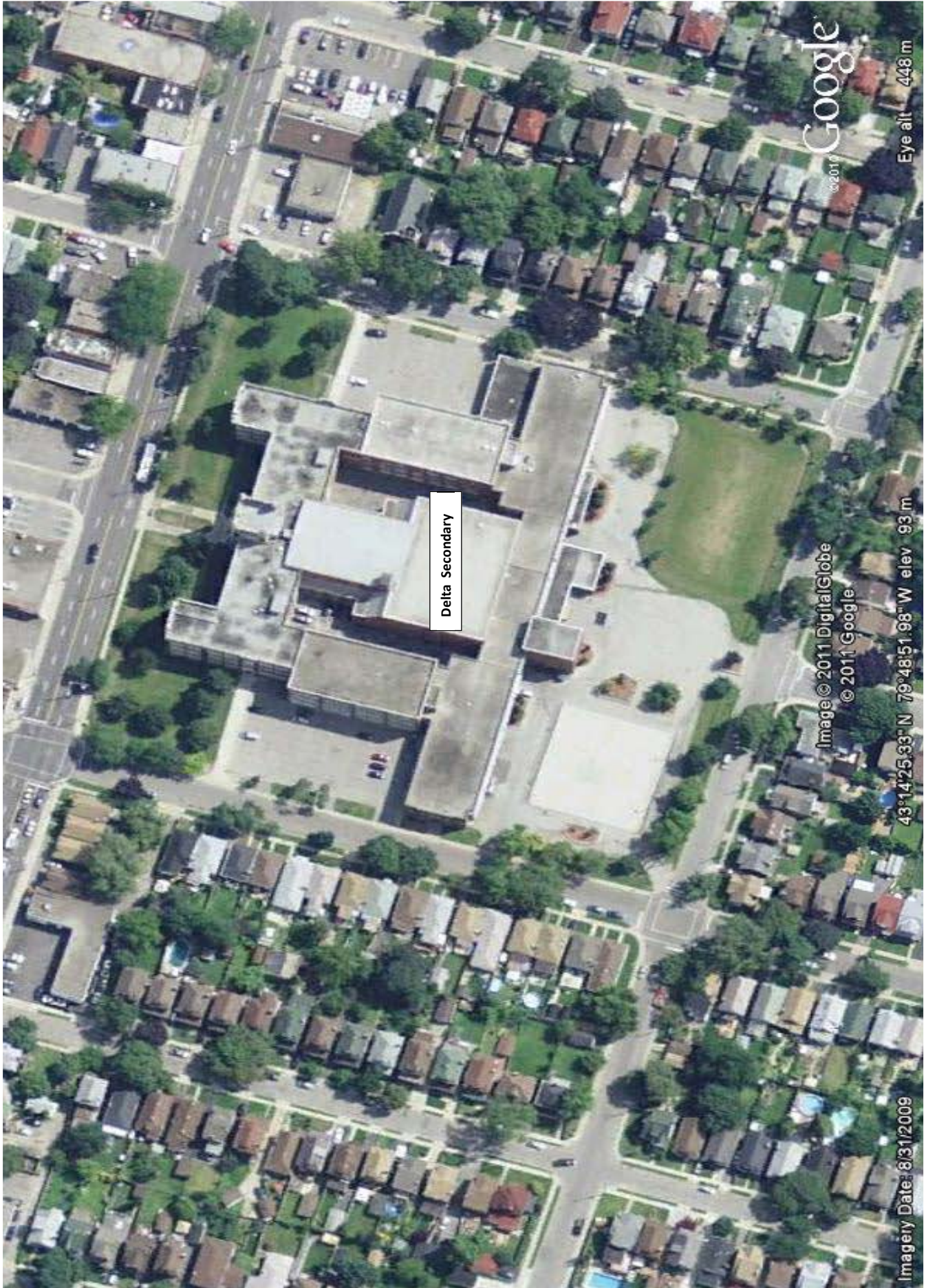


Sir Winston Churchill											
	Hist 2001/ 2002	Hist 2002/ 2003	Hist 2003/ 2004	Hist 2004/ 2005	Hist 2005/ 2006	Hist 2006/ 2007	Hist 2007/ 2008	Hist 2008/ 2009	Hist 2009/ 2010	Curr 2010/ 2011	3Yr Average Retention Rate
9	235	191	229	255	267	276	262	258	252	268	99%
10	266	224	174	231	252	262	278	267	259	243	100%
11	186	227	208	162	214	232	245	272	262	251	98%
12	148	175	218	242	219	269	332	340	384	403	145%
OAC	105	47	20	32	55	16	2	-	-	-	
SE	-	-	14	19	15	18	24	31	28	26	
OTH	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>938</b>	<b>863</b>	<b>863</b>	<b>940</b>	<b>1,021</b>	<b>1,072</b>	<b>1,141</b>	<b>1,168</b>	<b>1,186</b>	<b>1,191</b>	



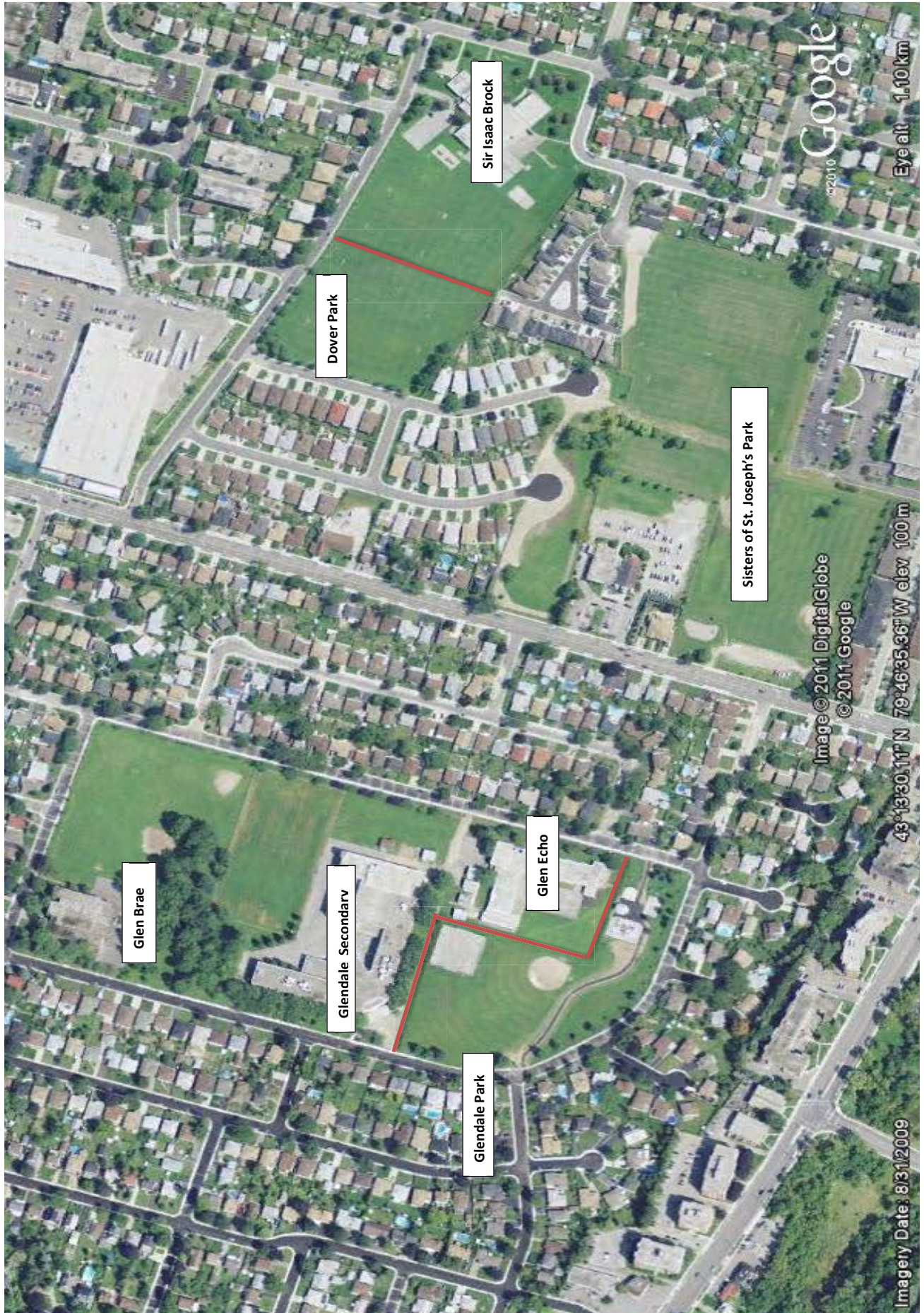


Delta Secondary – 1284 Main St. E., Hamilton



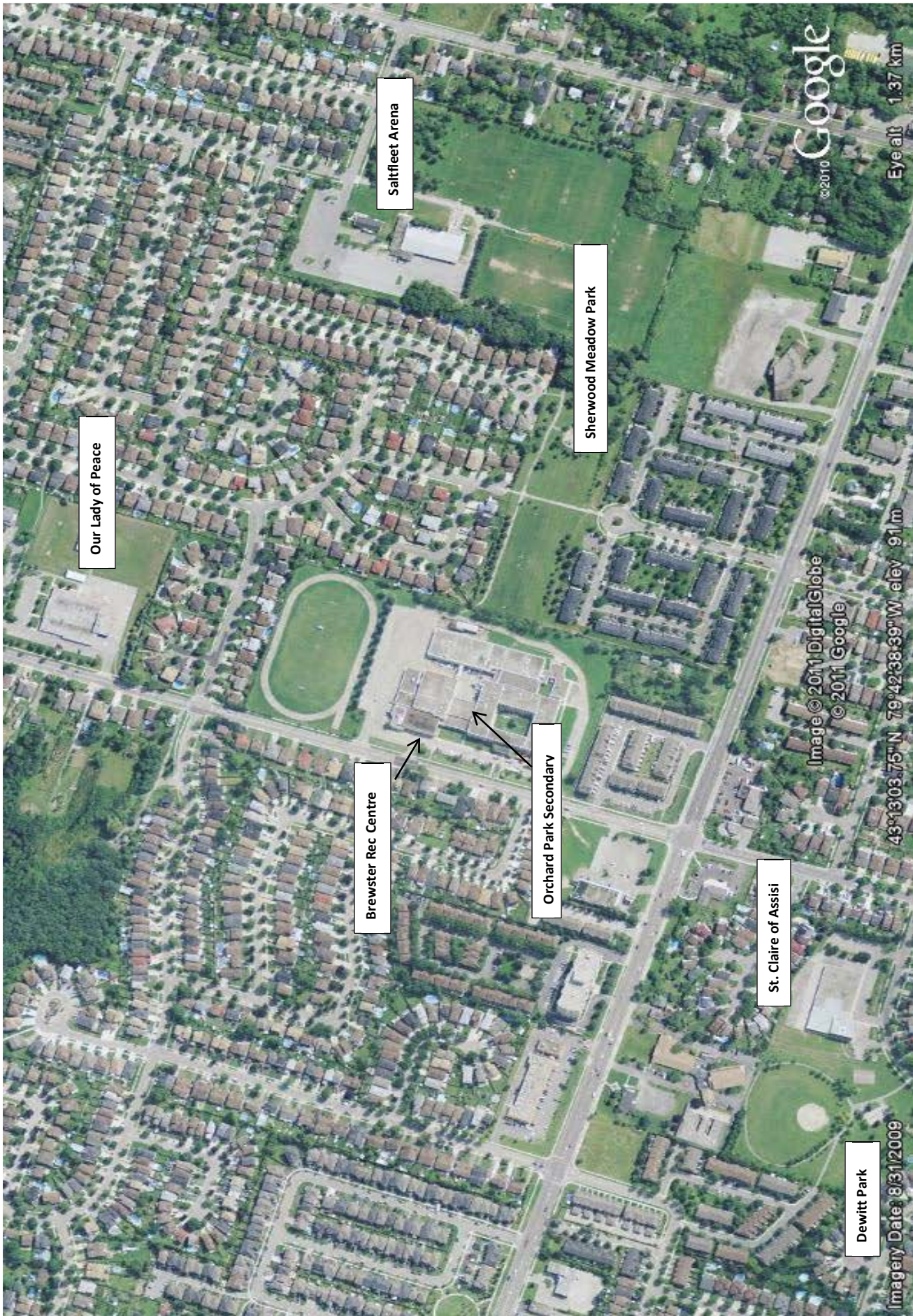


Glendale Secondary – 145 Rainbow Drive, Hamilton





Orchard Park Secondary – 200 DeWitt Road, Stoney Creek

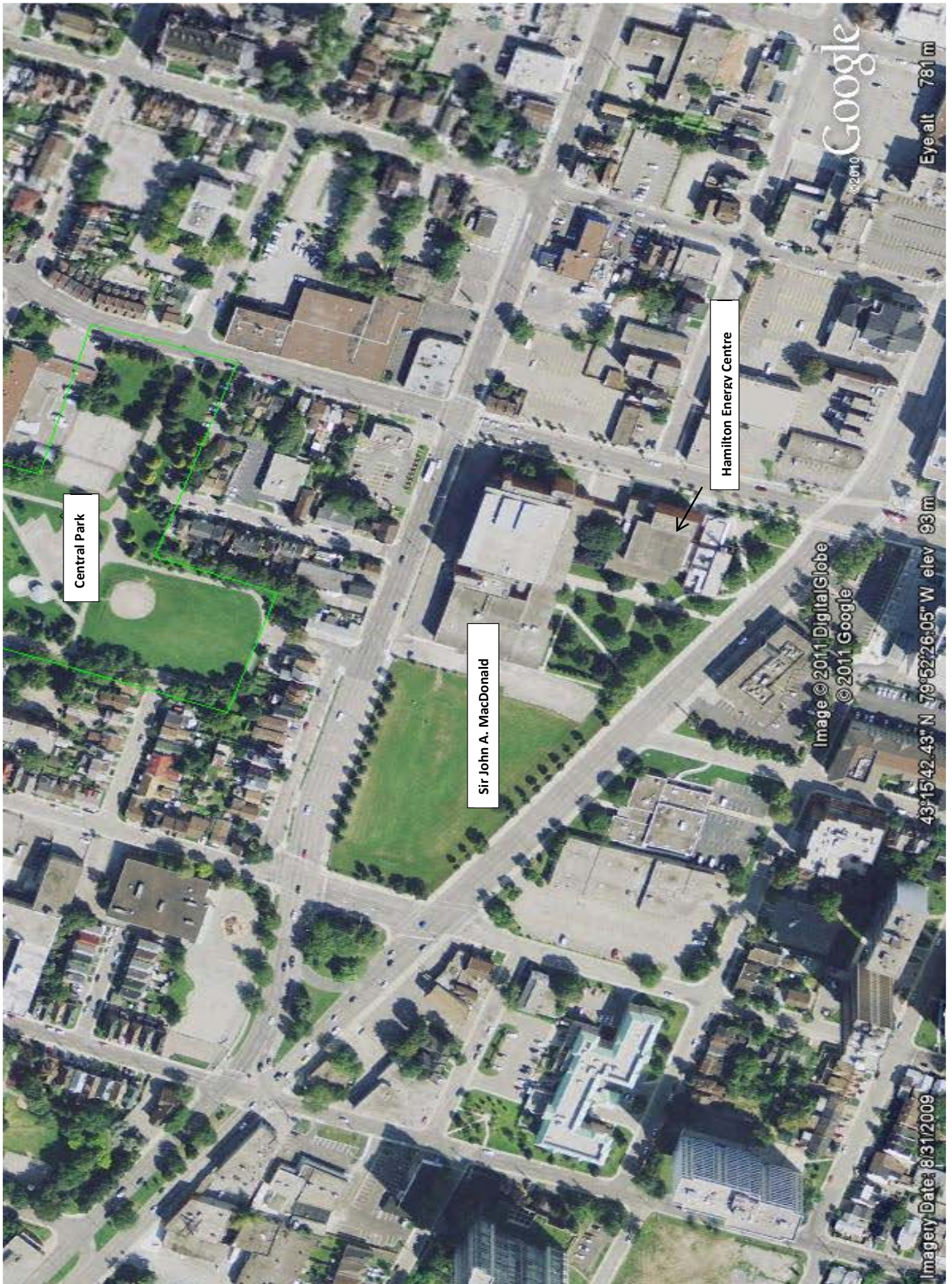








Sir John A. MacDonald – 130 York Boulevard, Hamilton





Sir Winston Churchill – 1715 Main Street East, Hamilton





Hamilton-Wentworth District School Board  
School Information Profile - North



5. Quality of the Learning Environment at the School / Adequacy of the School's Physical Space to Support Student Learning		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
23	Does the School have a Swimming Pool?	No	No	Yes	No	No	Yes	
24	Does the School have dedicated facilities for Communications Technology programs?	Yes	Yes	Yes	Yes	Yes	Yes	
25	Does the School have dedicated facilities for Construction Technology programs?	Yes	Yes	Yes	Yes	Yes	Yes	
26	Does the School have dedicated facilities for Health and Personal Services programs?	Yes	No	Yes	Yes	No	Yes	
27	Does the School have dedicated facilities for Hospitality and Tourism programs?	Yes	No	Yes	Yes	Yes	No	
28	Does the School have dedicated facilities for Manufacturing Technology programs?	Yes	No	Yes	Yes	Yes	Yes	
29	Does the School have dedicated facilities for Technological Design programs?	Yes	Yes	Yes	No	Yes	Yes	
30	Does the School have dedicated facilities for Transportation Technology programs?	Yes	Yes	Yes	Yes	Yes	Yes	
31	Does the School have dedicated facilities for Computer Studies programs?	Yes	Yes	Yes	Yes	Yes	Yes	
32	Does the School have dedicated facilities for Theatre Arts programs?	Yes	Yes	Yes	No	Yes	Yes	
33	Does the School have dedicated facilities for Visual Arts programs?	Yes	Yes	Yes	Yes	Yes	Yes	
34	Does the School have dedicated facilities for students with special needs	Yes	Yes	Yes	Yes	Yes	Yes	
35	Do these dedicated special needs rooms include change tables; student hoists and shower facilities?	No	No	No	No	No	Yes	
36	Does the School have a dedicated Child Care Centre?	Yes	No	No	No	No	No	
37	Does the School have any other specialized facilities?	Yes	No	No	Yes	No	No	
38	Please specify	n/a	n/a	n/a	Greenhouse	n/a	n/a	
<p><b>Questions for the Accommodation Review Committee to address</b></p> <p>a. Is there sufficient permanent space to accommodate all students (i.e. is enrolment at the school (ADE) less than the On-the-Ground Capacity of the school)?</p> <p>b. How many portables are at the school? What are they used for?</p> <p>c. If a school were to close, would relocating the students mean that more portables would be necessary at their new schools?</p> <p>d. What is the ratio of enrolment to the number of computers available for student use? How does this compare with other schools in the area; with the board average?</p> <p>e. If a school were to close and students relocated to another school, could the board take steps ensure that the relocated students continue to have the same or improved access to computers in their new school as they currently have?</p> <p>f. If a school were to close, would relocated students have access to specialized facilities in their new schools that are not currently available to them?</p> <p>g. Are there specialized facilities at a school that are not available in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to similar facilities in their new schools?</p> <p>h. Do the specialized facilities at a school better support student learning than similar facilities in other schools in the area? If so, if this school were to close, could the board take steps to ensure that the relocated students would continue to have access to facilities of this quality in their new schools?</p>								

Enrolment: Oct. 31 2010.

Note (1): Determined by principals (Scale 1 to 5: 1 poor, 3 fair, 5 very good).

Note (2): Gross area meets Ministry standards.



Hamilton-Wentworth District School Board  
School Information Profile - North



17. School as Partner in Other Government Initiatives		Delta	Glendale	Orchard Park	Parkview	Sir John A Macdonald	Sir Winston Churchill	Total
#	Data to be Provided to the ARC							
1	Is the School a partner in other government initiatives within the community?	Yes	Yes	Yes	Yes	Yes	Yes	
2	Please specify	OPS (Ontario Public Service Program) serving at-risk youth from all schools in the Board is hosted at Delta. Focus on Youth providing opportunities for youth in our community to gain employment over the summer and valuable experience. REV/WEAR Fashion Arts program subsidized by Ontario Arts Council.	Glendale Breakfast program is supported by the Hamilton Social Planning Council. We recently received \$5000 in additional budget funding to support our breakfast and lunch program. Glendale students are also supported by SISO. A SISO Worker is at Glendale 2.5 days a week to support newcomer Canadians transition into a traditional secondary school setting. SISO also provides our students with additional resources, and family supports. Glendale has a very loose connection to GPS (Gang Prevention Strategy) and a federally funded (National Crime Prevention Strategy) initiative which provides guest speakers to our Alt Ed program called Bridges. The speakers use Why Try training materials to equip students to make pro-active choices.	SISO, AY.	SPRC - Nutrition.	Change Your Future, Pathways to Education, Alternatives for Youth, Urban Priority Funding, SSSSI Initiative, Rotary Club, Sears Festival Regional Host, City of Hamilton Water Festival, Hamilton Blood Services, Hamilton Spectator, SISO and <b>Heritage Language</b> .	Change Your Future, Alternatives for Youth, Urban Priority Funding, SSSSI Initiative, Hamilton Blood Services, Nutrition Program, Hockey Canada.	
<b>Questions for the Accommodation Review Committee to address</b> a. If the school were to close and students relocated to other schools in the area, would these students and community members continue to have access to the same range of government initiatives that are currently available?								





## HWDSB Program Strategy Recommendations - April 2011

### Appendix F-9

NORTH CLUSTER SCHOOLS	Existing Programs		Relocated Programs	New Programs Initiated
	POC/Specialization	SHSM		
<b>Glendale</b>	ALPHA program (ELL) International Baccalaureate (I.B.) Soccer Academy	Arts & Culture SHSM	Health & Wellness SHSM: Child Care and Family Services (from Delta) Strings (from Delta)	Business SHSM French Immersion Information & Communications Technology (ICT) SHSM Non Profit SHSM
<b>Orchard Park</b>	Basketball Academy 9-12 Fashion Industry 9-12 (Esthetics, Cosmetology, Fashion) Football Academy 9-12 Robotics 9-12	Hospitality & Tourism SHSM		Construction SHSM Health & Wellness: (Fitness Focus) SHSM Justice & Community Service SHSM
<b>Sir John A. Macdonald</b>	Arts Academy Basketball Academy ESL/ELD Native Studies (9 courses) NYA:WEH Program	Energy SHSM: Alternative Sources & Energy Efficiency Hospitality & Tourism SHSM	Hospitality & Tourism SHSM: Food Services (from Parkview) OPS (Ontario Public Service) Learn and Work Program (from Delta)	ALPHA program (ELL) Advanced Placement (A.P.) Arts & Culture SHSM (fine arts) Manufacturing SHSM Transportation SHSM
<b>Sir Winston Churchill</b>	Environmental Program, Grade 12 Hockey Academy	Health & Wellness SHSM: Personal Support Worker	Cosmotology (from Delta and Parkview) Hospitality – food (from Delta) Outbound (from Delta)	Arts & Culture SHSM: Digital Media Aviation & Aerospace SHSM Environment SHSM Horticulture & Landscaping SHSM NYA:WEH and Native Studies courses



# *Learning for All:* **HWDSB Program Strategy**



*students  
learning  
programs  
pathways  
skills  
schools*





### Why a Program Strategy?

Our Program Strategy is rethinking the way we offer programs and facilities, so that we can best meet the needs of each of our students in the 21st century. We want students to have choice, support and direction as they benefit from the knowledge and skills acquired from their educational program.

We are restructuring what we offer, where we offer it and how we can help all students achieve their full potential. We know today's learners require new approaches, and that we must respond with engaging programs and safe, nurturing and innovative learning environments.

We envision 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.

### What is Changing?

The Program Strategy represents a shift in thinking at HWDSB. It responds to the input of our communities, and our students. Restructuring our programs and facilities is a large and complex task. It is a task that touches upon many themes including:

- **All Students Learning**
- **Personalized Learning**
- **All Pathways in All Schools**
- **Schools with Specializations**
- **Board, Cluster and Community Supports**



# all students learning

### How will this Benefit Students?

Our teaching will respond to the needs of diverse groups, as well as the unique needs of each learner. We will do this by adjusting our practices to fit each student's needs.

#### *Some other benefits of the Program Strategy will include:*

#### **Continuity:**

We want our students to experience smooth transitions from elementary to secondary schools with appropriate program offerings.

#### **Direction:**

Our Program Strategy will give students the opportunity to take an active role in their education. Students will be able to select from a wider range of course options, and they will be empowered to focus on programs that fit their interests.

#### **Engagement:**

Engaging programs are part of the HWDSB Program Strategy. A Board-wide view will be used to select and place specialized programs within one, two or three of our school clusters.

#### **Equity**

The locations of our programs will be accessible to all of our students. All pathways will be available in one, two or three clusters, and will be connected to a post-secondary pathway.

#### **Inclusion:**

Inclusive education means that all students, including those with disabilities and other needs, are educated with peers of the same age in our schools. Supports will be provided at every school. Research shows this model enhances student achievement.



# Choices and *Location* Matter

## Personalized Learning

We are putting our learners at the centre of their education. This means that we are responding to students' individual strengths and needs. Students will benefit from more control over how they learn, when they learn and where they learn.

Recognizing unique learning needs and inclusion, personalized learning focuses on students' strengths, level of independence, personal learning profile and their future hopes and desires.

We will foster the future skills necessary for our students to meet their own needs and the needs of society in the 21st century. We will also provide a variety of approaches that best suit the learning styles of our students, such as experiential learning, co-operative education, eLearning and self-paced learning.

## All Pathways, All Schools

Each learner will make strategic choices based on the direction they wish to take after graduation. We want each of our students to be able to work toward their goal, at their local school. These strategic choices include the five major pathways: apprenticeship, college, community, university and work.

Each pathway has great value. Each route to success will be supported in each school.



## Schools With Specializations

All of our secondary schools will provide students with programs that focus on an area of interest or need. To give all students the same academic, social and extra-curricular opportunities, we will redistribute some programs and supports. This will mean expanding programs to new sites, enhancing eLearning, or revising our Transportation Policy so students can access the programs they choose.

Where you live should not determine what you can learn.

## Specialized Programs

At HWDSB, we know that each student is unique in his or her learning. This is why, in addition to programming at schools, we offer programs focused on sports, academics, science, arts, languages and more. Specialized programs give students unique and innovative learning opportunities in their selected area of interest.

## Specialist High Skills Major (SHSM)

We want students to customize high school to fit their career interests. An SHSM is a Ministry-approved specialized program in which students focus their learning on a specific economic sector, while meeting graduation requirements. Students gain job skills with employers, at skills training centres and at schools, all while earning valuable industry certifications such as Standard First Aid or CPR. SHSM students graduate with a special designation on their Ontario Secondary School Diploma (OSSD) noting their focus area. We will locate SHSMs within each cluster of schools. An SHSM must offer four pathways: apprenticeship, college, university and work.

focused learning



# all students learning

## What Is Vocational Education?

We know student achievement improves when students learn alongside peers of mixed abilities.

Vocational education consists of programs that focus on workplace preparation with a strong emphasis on the development of literacy, numeracy, personal life management and employment skills. Students participate in experiential learning through job shadowing, work experience and co-operative education.

Vocational education at HWDSB will deliver safe, nurturing and inclusive environments in which our students can make meaningful connections with caring adults.

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

We want all students to have the same choice, variety and flexibility in their options, while we continue to offer supports to help them succeed. We believe this is best offered at a local school. Local schools offer flexibility, so that students can transition into and out of educational supports as their needs change over time.

**Every student deserves to be fully involved in their secondary school experience.**





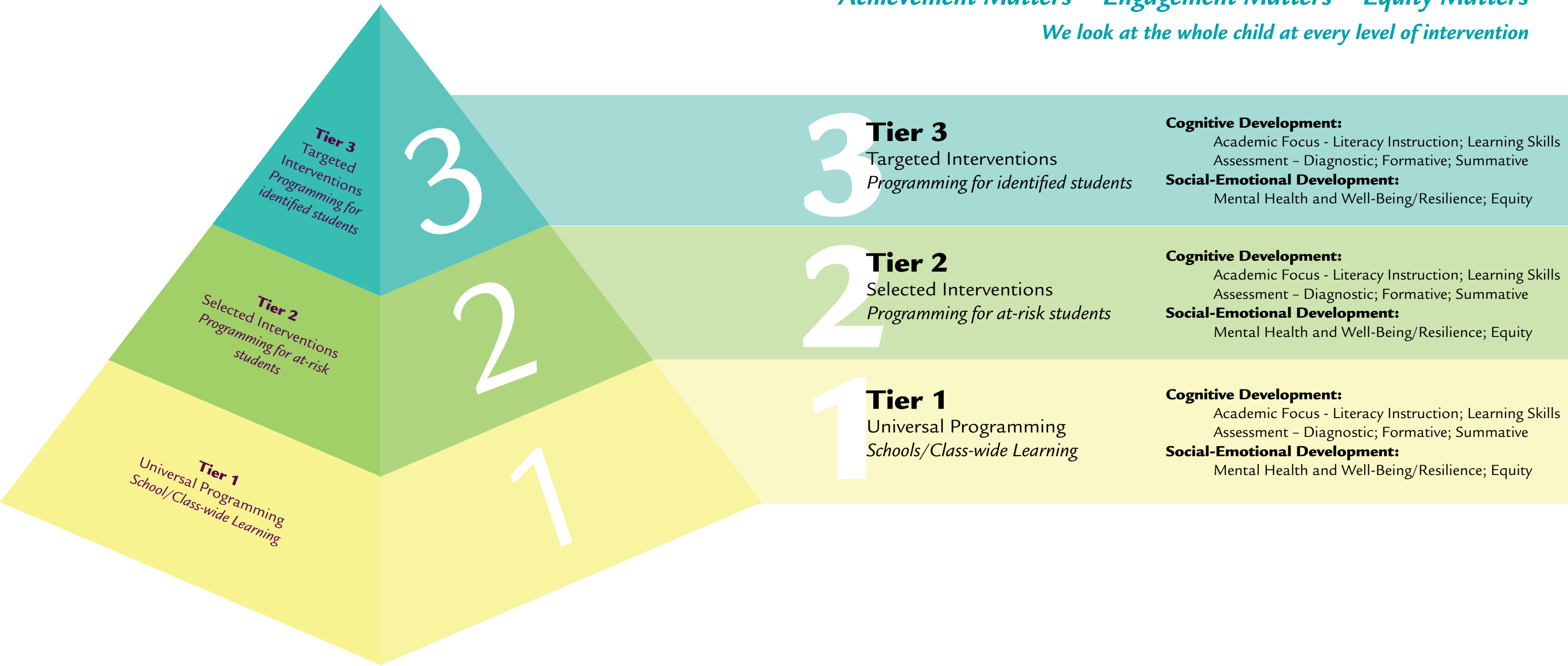
Our Program Strategy will meet the learning needs of all of our students. To do this, we will ask: What do all students need? What do some students need? And what do a few students need?

We will then adjust the type and intensity of our supports to fit the needs of each student.

This is known as a tiered approach.

# Tiered Assessment and Intervention

*Achievement Matters – Engagement Matters – Equity Matters*  
*We look at the whole child at every level of intervention*





# Student Profiles

## APPRENTICESHIP

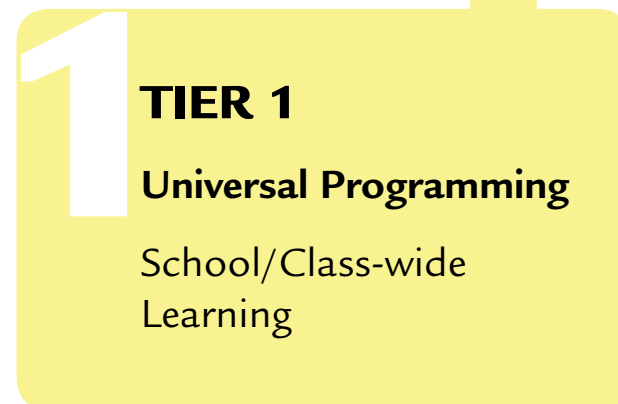
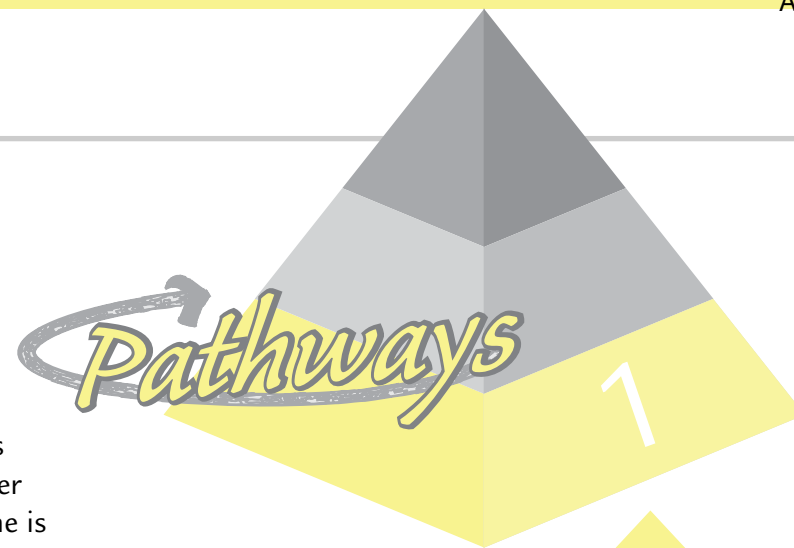
Ryker is a Grade 11 student taking college courses who completed a co-op placement during semester one at a construction company. He learned that he is very interested in plumbing, and has been signed as an apprentice with his current co-op employer.

Mandeep is a Grade 10 student taking locally developed and applied courses who was uncertain about what she wanted to do. In Grade 10, he visited a hotel kitchen and determined that she wanted to work in the culinary arts. She has signed up for the Hospitality and Tourism Specialist High Skills Major (SHSM) for Grade 11 and wants to pursue an apprenticeship as a cook.

Jana is a Grade 12 English Language Learner (ELL) student taking college courses who completed a Grade 11 co-op placement in a daycare. She wants to work as an Early Childhood Educator (ECE). In semester two of Grade 12, she is participating in a dual credit program at the local college, completing Level 1 ECE.

Rueben is a Grade 10 student taking applied courses who has always wanted to be a hairstylist. In Grade 12, he is planning to participate in the Dual Credit Level One Hairstylist apprenticeship program, where he will be completing her Ontario Secondary School Diploma (OSSD).

Barb is a Grade 11 student taking university courses. She has been a competitive horse rider for many years. She has explored options at college and university, but really wants to work with horses, which are her passion. Barb works part time at a stable, and is planning to apprentice as a horse groomer upon graduation.



## COLLEGE

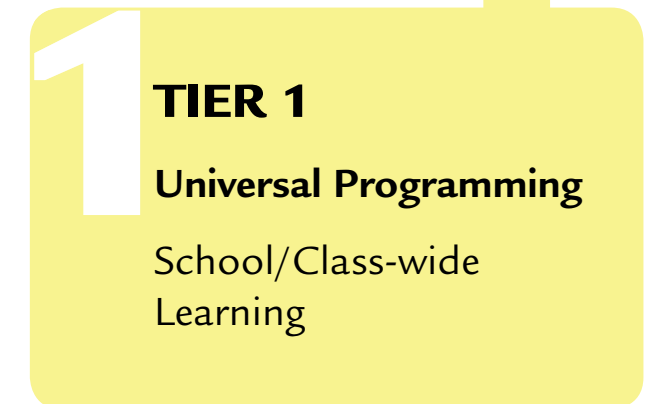
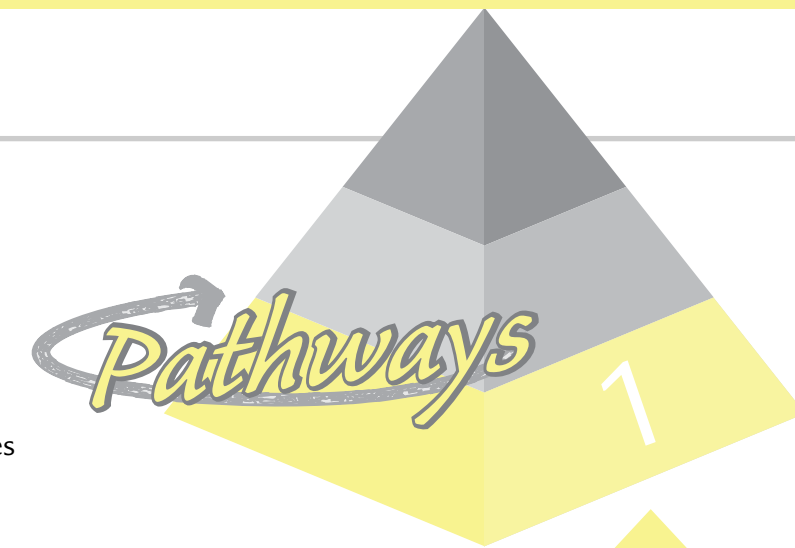
Rachel is completing college and university courses in school and has always been interested in fixing machinery and equipment. She found her passion in Grade 11 as she enrolled in the Aerospace and Aviation Specialist High Skills Major (SHSM). She plans to go to college to become an aircraft maintenance engineer.

Vlad is a Grade 11 student completing college courses, who in Grade 9 technology class discovered that he was really interested and talented in manufacturing. He is currently participating in a Manufacturing Specialist High Skills Major (SHSM) and wants to attend college to continue his training in Manufacturing and Engineering Technology.

Nathan has always been involved in athletics and health. In Grade 10, he is completing applied and academic courses. He has participated in a Health and Wellness specialized program and wants to go to college to be a medical radiation technologist.

Molly is a Grade 11 aboriginal student taking college courses, with an interest in nursing. Through the Native Youth Advancement With Education Hamilton (NYA WEH) program, Molly has identified and crafted her plan to complete the Registered Practical Nurse Diploma at a local college.

Bojan wants to be a real estate agent. He is in Grade 12, taking a mixture of college and university courses. He has taken a wide variety of business and computer courses in preparation for his career path.





# Student Profiles



## UNIVERSITY

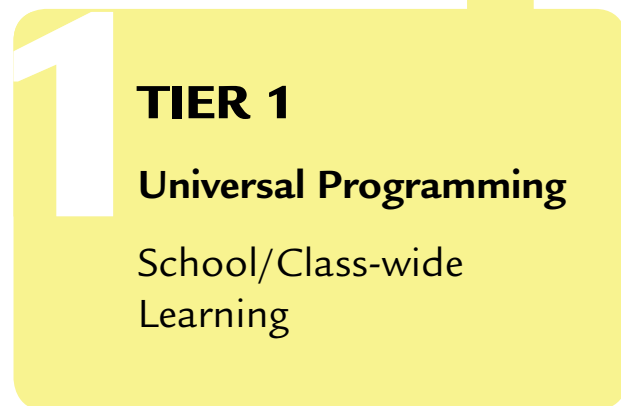
Trinh is a Grade 10 student completing academic courses, and is interested in pursuing a career in health care to become a registered nurse. She is planning to participate in a Health and Wellness Specialist High Skills Major (SHSM).

Vince is a Grade 11 student completing applied and academic courses who is actively involved in the arts. He has a keen interest in drawing and graphic design, and enjoys playing video games. He is undecided about the program he wants to pursue, but he wants to go to university. He is planning to participate in an Arts and Culture Specialist High Skills Major (SHSM).

Bob is a Grade 9 French Immersion student who wants to study international business in university. He is planning to complete a co-op placement in Grade 12.

Sandra is Grade 12 English Language Learner (ELL) student completing university and college courses. She is very interested in becoming a social worker, after the opportunity she had to job-shadow a social worker as part of a course she took in Grade 11.

Samira has always been interested in computers and is completing university courses. Now in Grade 11, she is participating in the Information and Communication Technology Specialist High Skills Major (SHSM) with plans to pursue computer science in university.



## WORK

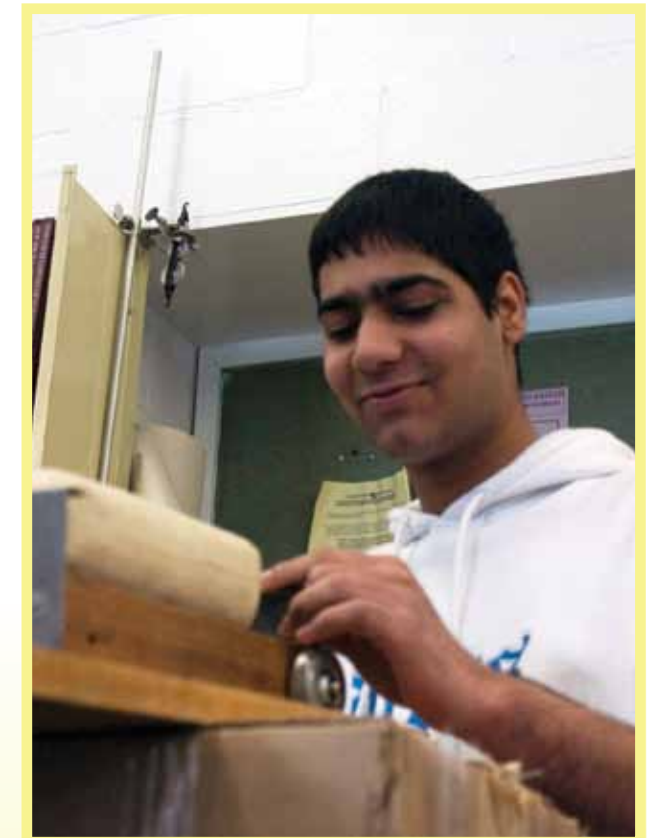
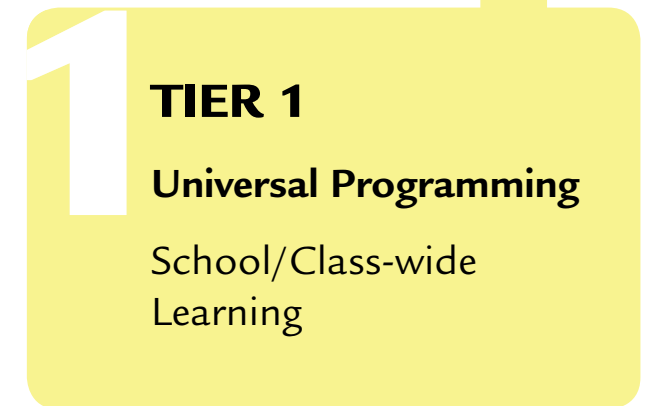
Kate is a Grade 11 student completing college courses who loves to work with animals. She participated in a work experience in Grade 10 and is now completing a co-op placement at a local pet store. Kate wants to pursue a career as a pet groomer.

Mohammed is a Grade 12 student who is completing university courses. He wants to pursue post-secondary learning opportunities, but first he wants to go to work. He is interested in working in landscaping and is participating in a Horticulture and Landscaping Specialist High Skills Major (SHSM). He has a co-op placement with a local landscaping company.

Jason is a Grade 10 student taking locally developed courses. He participated in a Reach Ahead program before Grade 9 in the skilled trades, where he discovered that he enjoys working with his hands. He is planning to participate in a Construction Specialist High Skills Major (SHSM) in Grade 11.

Brian is a Grade 11 student completing workplace courses. He has a relative who owns an auto shop and Brian wants to work in this business when he graduates. He is taking transportation technology courses in school and wants to complete a Grade 12 co-op placement in an auto shop.

Shelly is Grade 9 student who is completing applied courses. She is interested in becoming a security guard. She plans to participate in the Justice and Community Service Specialist High Skills Major (SHSM) in Grade 11.





STUDENT SUPPORT PROGRAM

Shari is a Grade 11 student who occasionally requires support to fully understand and successfully complete her assignments and homework. She attends school regularly and will ask for help when she needs it. Shari often receives help in the Student Support room to enable her to keep on track. Staff in the room know Shari’s learning style and needs, and can support her so that she completes her credit requirements.

Danny is a Grade 9 student who enjoys school and spending time with his friends. He has an Individual Education Plan (IEP) that indicates he has a Learning Disability. He uses a computer with appropriate software to complete his assignments. When he needs it, Danny receives help with his technology and with his organization skills.

Brendan is a Grade 10 student who has Asperger’s Syndrome. He is able to complete all of his assignments but often finds the classroom noisy and distracting, which makes him very anxious. Staff in the Student Support Program work with Brendan’s teachers to understand his triggers and to permit him to complete his work in a quiet spot in the resource room when he finds the classrooms uncomfortable.

Dana is a Grade 9 student who is having difficulty adjusting to secondary school. She needs encouragement to finish her work and often appears disengaged in the classroom, requiring prompts to begin her work. Staff from the Student Support Program support Dana in her classroom and in the resource room. They work with her teachers to reduce her course load and provide the academic support she needs. They help her classroom teachers identify her learning strengths and needs.

A group of students in the Grade 10 English class are struggling with some concepts. The Student Support teacher works with their classroom teacher and, for a set period of time, will work together with these students in the classroom to address their particular needs.

Sara is a Grade 10 student with a hearing loss. She often misses key words in conversations and in class instructions, sometimes misinterpreting information. Although she benefited from the use of a Soundfield system in elementary school, she has not wanted to use it at secondary school because she does not want to appear to be different from her peers. Staff in the Student Support Program check in with her frequently to ensure that she has understood her assignments. Sara is able to complete assignments in the resource room if her classroom becomes too distracting. Student Support Program staff members ensure that her classroom teachers are aware of strategies that can best help Sara to be successful in the regular environment.

Program Description	<b>Student Support Program</b> Provide academic support to students who are fully integrated into credit classes
Tier	2
Target Group(s) for this Level of Support	Students with academic and/or special needs in regular class settings full time (e.g., learning disabilities, mild intellectual disabilities, physical difficulties, autism, gifted, etc.)  Students with English language concerns
Relation to Current Program	Re-visioning of current school resource programs



2

TIER 2

Selected Interventions

Programming for at-risk student





STUDENT ALTERNATIVE SUPPORT PROGRAM

Ben, 15, is a student who has lost interest in school. He has begun to skip some of his classes and is in jeopardy of failing others. He does not have all of his Grade 9 credits. Although he behaves well socially, his friends spend much of their time playing video games. He gets very anxious in new situations or when asked to participate more actively in class. He often displays an ‘I don’t care’ attitude and appears withdrawn.

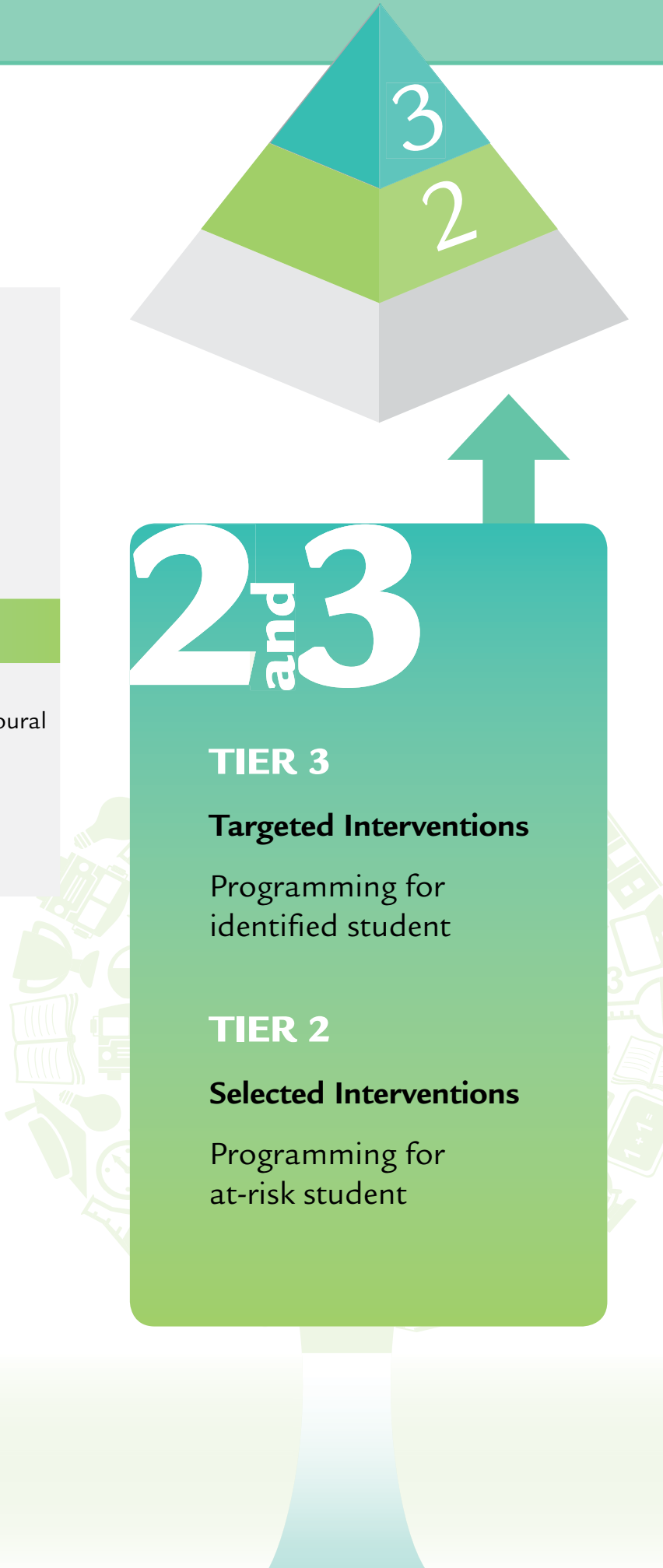
Devon can be very friendly at times, but is easily provoked and can become angry very quickly. He often misreads the intentions of others. There is concern that he may have substance abuse issues. In class, he can refuse to listen to his teachers, particularly if he does not fully understand or enjoy the assignment. He can disrupt class activities and uses profane or abusive language and gestures. He enjoys phys. ed. and will often join contact school sports.

Najma does not have many social connections, but would like to. She is very shy and does not feel confident enough to risk joining anything. Najma worries about her body image and often puts herself down in conversations. She often skips phys. ed. class rather than participate. She appears nervous and hyper-sensitive. Her teachers worry that she may be anorexic.

Karla has a large peer group that tends to be anti-social in their behaviour, with lots of ‘girl drama.’ Although she can be considerate by herself, when with the group she engages in bullying behaviour. Although she is capable of achieving her credits, she will often act out in class and refuse to complete her work. Karla tends to engage in behaviour that she believes her friends expect of her. She can cause disturbances and then blame others.

Ben, Devon Najma and Karla are all students that the Student Success Team has identified as at-risk, and staff in the Student Alternative Support Program have connected with them. They are working to develop a highly individualized and flexible plans for each student that focuses on improving their academic and social success. This includes focusing on ways to appropriately engage in social situations. Connections are being made to other professionals (social work, psychological services) as needed. Community services are also explored as appropriate. The students can use the room as needed, where they work with consistent staff who help them according to their individual needs, based on each individual’s profile. Alternative learning plans can include home instruction, eLearning, blended learning, work experience, and other personalized options. Staff support the students in their classrooms and share with each student’s teachers the triggers and effective de-escalation strategies to enable students to be successful in class. Staff develop appropriate goal-oriented behaviour plans with the students, and assist in the development of Safe Intervention Plans as necessary. Staff can become the consistent, caring adult contact for many of the students, checking in with them on a regular basis and communicating with parents, guardians and community providers as required to support the students.

Program Description	<p><b>Student Alternative Support Program</b> Provide support to students with socio-emotional/mental health needs</p> <p>Students are integrated into appropriate classes according to their academic ability</p> <p>Students to receive this support are identified through the school’s Student Success Team</p>
Tier	2 and 3
Target Group(s) for this Level of Support	<p>Students with mental health, anxiety, and/or behavioural needs</p> <p>Students with socio-communication disorders</p>





COMPREHENSIVE SUPPORT PROGRAM

Paul is a Grade 9 student who works hard but has always had difficulty with reading and writing. Although math is easier for him, he relies on a calculator. Problem solving has been a struggle. Paul likes to be active and enjoys sports and would like to be a mechanic or to work in the automotive field. He performs best and is most comfortable when routines are clearly outlined for him. Paul has an Individual Education Plan which indicates a Mild Intellectual Disability.

Taylor is a Grade 9 student whose literacy and numeracy levels are well behind his grade level. He has a tendency to be easily distracted, has difficulty remembering and is only able to focus his interest or attention for short periods. He is fun loving and friendly, but often displays immature behaviour and will use avoidance or misbehavior to divert attention from the fact that he does not understand what he is to do.

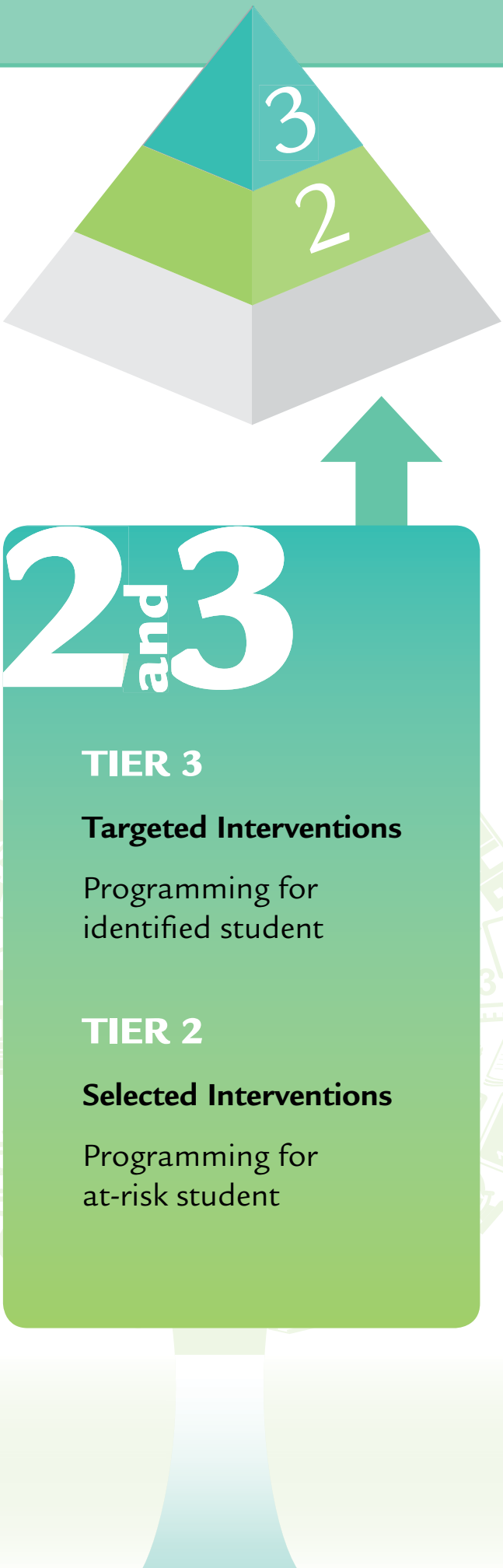
Lucia is a Grade 10 student who wants to work with small animals in a veterinary clinic. She tends to interpret language literally and is sometimes confused by abstract subject material. She is vulnerable to peer pressure, teasing and is easily embarrassed. She has difficulty making and keeping friends. She needs reminders to complete tasks but works hard to do so. Lucia has an Individual Education Plan.

Zahraa is a Grade 10 student who is new to Canada. She knows very little English, and her education in her home country was often disrupted. Zahraa is very creative, enjoying music and art.

Staff work with Paul, Taylor and Lucia in a small class setting to improve their literacy and numeracy skills. In Zahraa’s program, ESL staff work with students to improve their English language skills. All staff model and foster a climate of acceptance and high expectations for students in the program. Because the same staff work with the students for up to half of their academic program, they are able to work on self-advocacy skills, social skills, and can minimize the number of transitions that occur during the school day. Staff also assist in arranging the students’ timetables to enable them to access the courses in the rest of their schedules that are appropriate to their interests and skills. Staff advocate for the students to assist them in participating in extra-curricular activities within the school, and arrange buddies and other social supports. Strategies that have proven effective in the smaller class setting are shared with the students’ other teachers.

As students in grades 11 and 12 connect to co-op opportunities and Specialist High Skills Majors, staff provide individually appropriate supports, such as technology, job coaching, etc.

Program Description	<b>Comprehensive Support Program</b> Provide targeted support to students plus integration into other classes based on individual student profile.  Students are capable of earning credits given the right support.  Program offered in grades 9 and 10: two classes providing specific, targeted support in key areas such as literacy and numeracy, and two classes integrated into other courses with support.  Align with Specialist High Skills Majors offered in secondary schools for grades 11 and 12 (e.g. apprenticeship, college, workplace).  Students scheduled with a regular timetable where two lines are in the targeted programs.  Students to receive this support are identified through the school’s Student Success Team
	<b>Tier</b> 2 and 3
Target Group(s) for this Level of Support	<p>Groups of students identified by schools who require this kind of targeted support – many different applications which may include:</p> <ul style="list-style-type: none"><li>• Students with mild intellectual disabilities or other intellectual needs (e.g., acquired brain injury) grouped for intensive literacy and numeracy interventions, such as the Wilson Reading Program or Empower High School (programs for adolescents with reading challenges);</li><li>• English Language Learners requiring language support in the core areas of literacy and numeracy;</li><li>• Students identified as gifted/bright/talented and grouped together to work with like-ability peers;</li><li>• Students with autism requiring direct socio-communication training</li></ul> <p>Class size: 12 to 16 students depending on the needs of individual students in the class <i>NOTE: It may be necessary to transport some students to a specific school in the cluster to take advantage of a particular focused program.</i></p>
Relation to Current Program	<p>Some students currently in comprehensive class programs at Churchill, Delta, Parkside, Barton, MacNab, Hill Park, Orchard Park.</p> <p>Some students currently at Parkview and Mountain.</p> <p>Similar to some English language programs.</p>





PERSONALIZED LEARNING SUPPORT PROGRAM

Noah, 17, is a student with a history of poor attendance. Although he is capable of doing the assigned work, his absences have hindered his success in class and he has few credits. He often will refuse to follow directions given him, and can be defiant, uncooperative, and disruptive in class. Noah is impulsive and will often act before thinking. He has difficulty making and keeping friends, and will destroy property belonging to others when he is embarrassed or feels that he has been wronged. This has resulted in past suspensions.

Phillip, 16, finds it difficult to get to school each day. He feels disconnected from his teachers and classmates and worries about what his teachers will expect from him in class, as well as what other students will think of him. He is easily flustered and lacks confidence to try new things. He becomes withdrawn when he feels overwhelmed. Anxiety and fear make him reluctant to leave his house to come to school.

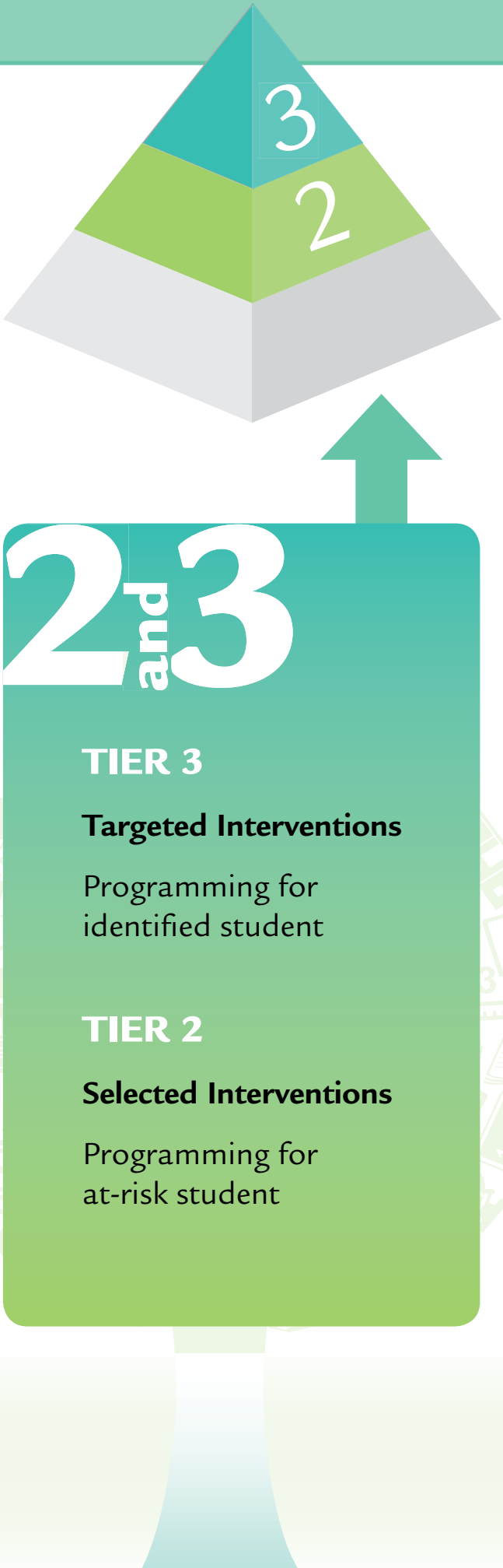
Angela, 15, worries about her family. Because there are substance abuse issues at home, she has taken over many family obligations and has become the primary caregiver for her younger siblings. She finds it hard to balance her family priorities with her school work, and struggles to attend school on a regular basis.

Marcus, 17, is a student who is living on his own. In order to support himself, he works full-time at a convenience store in his neighbourhood. He struggles to manage work and school.

Staff working in the Personalized Learning Support Program work with each student to develop a unique plan tailored to his or her individual circumstances and needs. Most programs are transitional; students return to their home school or another secondary school when they are ready. Some individual plans include maintaining part-time connections with the students’ home schools in order for them to continue to participate in some classes and/or extra-curricular activities. Other flexible schedules are developed to accommodate student work schedules. Some jobs can be used as co-op experiences so that students can earn credit for their employment. Programs may involve eLearning to assist students in achieving their credit requirements.

Staff may work with students on issues such as personal life management (social interaction, budget management, etc.), self-care skills (personal health, anger management, personal safety), and employability skills (work ethic, task completion, attendance, punctuality). Staff in this program work collaboratively with community partners and system support staff as necessary and appropriate.

Program Description	<p><b>Personalized Learning Support Program</b> Provides an individualized educational program for students who, for one reason or another, cannot or are unable to attend in a regular school setting at a moment in time</p> <p>Students remain connected to their home school</p> <p>Students can have a partial timetable at their home school and a partial personalized learning program</p> <p>Students can remain part of extra-curricular activities at the home school, if this provides a connection to return to the regular school setting</p> <p>Transitional nature to the program – this is an intervention to return students to their home school</p>
Tier	2 and 3
Target Group(s) for this Level of Support	<p>Students with attendance issues for a variety of reasons</p> <p>Students requiring an alternative and/or intervention to suspension/expulsion</p> <p>Students accessing the suspension/expulsion program</p> <p>Students in grades 9 through 12</p>
Relation to Current Program	Secondary Alternative Education; Supervised Alternative Learning (SAL); Gateway



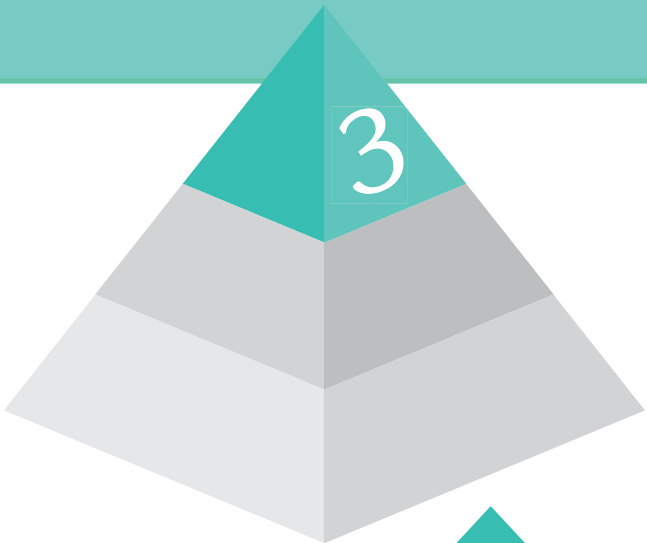


GRADUATED SUPPORT PROGRAM

Mohammed, 15, is a student in the Personalized Support Program, which is stage one of the Graduated Support Program. He sometimes needs help expressing what he knows and feels. He is very social and has a number of friends. Sometimes he gets very excited or anxious and needs help and reminders about how to behave so that he is safe. He loves to go out with his family, and would like to continue to work on learning more about his community while he is at school. This includes going to the pool, the library, the recreation centre, and shopping in local stores. Mohammed has an Individual Education Plan and a diagnosis of a Developmental Disability. Mohammed would like to take some courses just like his older brother. His interests include computers. He is able to use the Smartboard in the classroom and enjoys class visits to the computer lab. Mohammed is working on his communication skills. He needs extra support with math, reading and writing, and is improving his understanding of money and time. In the afternoons, he takes classes like cooking, music, dance, phys. ed., drama, health and fashion. Staff are there to give him a hand if he needs help understanding the work, and to assist him in becoming more independent. At lunch time, Mohammed eats with his friends in the cafeteria. There are also opportunities to play games and enjoy activities during the lunch break. Each year, Mohammed, his parents, and his teacher meet to discuss how he is doing. Mohammed is looking forward to graduating with his peers at the end of Grade 12 and moving into the Transition Support Program, stage two of the Graduated Support Program.

Christy, 19, is a student who graduated from the Personalized Support Program and is now in the Transition Support Program. She can do most activities independently and enjoys being outside and with her friends. Christy has an Individual Education Plan which indicates a Mild Intellectual Disability. She is focusing on the things that she will need to know so that she can get a job. Although she still does some academic work, most often she is out of the school learning about the world of work. Sometimes, her whole class goes to a group job placement. This can include helping to maintain local walking trails near the school, packaging items for local charities, helping with recycling at school and woodworking, where she learns about safety, tools and machines. This helps her practice skills in real-life situations. On some days, Christy goes to a co-op placement that really interests her. At first, she had staff support to help her with bussing and learning the job. Now she can manage most of this on her own. If there are days where she is nervous or scared, she can always ask for extra help from the staff in the program. As her skills grow, she is adding them to her résumé. She is hoping that the things that she is learning at her co-op placement will help her get a paid or volunteer job when she leaves school. Each year, Christy, her parents, and her teacher meet to discuss her progress. They talk about what she wants to do when she finishes school, the opportunities she has and help she may need. This helps Christy feel less nervous about the day when school is no longer the right place for her.

Program Description	<p><b>Graduated Support Program</b> Provides specific support to students plus integration in the school and community as appropriate to the individual student’s strengths.</p> <p>Two parts:</p> <p><b>Personalized Support Program</b> (four-year program):</p> <ul style="list-style-type: none"><li>gain functional skills in literacy and numeracy; life skills; independence skills; participate in the school community; integration where appropriate into other programs/ classes.</li></ul> <p><b>Transition Support Program</b> (one- to three-year program):</p> <ul style="list-style-type: none"><li>planned transition to the community; focus on skills determined by personalized transition plan; integration into the community through co-op/work placements; connections to community partners.</li></ul>
Tier	3
Target Group(s) for this Level of Support	<p>Students with developmental disabilities or in the lower Mild Intellectual Disability range</p> <p>Possibly students with autism or an acquired brain injury</p> <p>Students either not earning credits or not earning a sufficient number of credits, but with a level of independence that can lead to employment</p> <p>Class size: 10 students maximum in each part of the program</p>
Relation to Current Program	<p>Pilot program at Westdale</p> <p>Some students currently in developmental, autism, and comprehensive classes at Churchill, Delta, Barton, MacNab, Parkside, Sherwood, Ancaster, Hill Park, Orchard Park, Glendale</p> <p>Some students currently at Mountain and Parkview</p>



3

TIER 3

Targeted Interventions

Programming for identified student





SPECIFIC SUPPORT PROGRAM

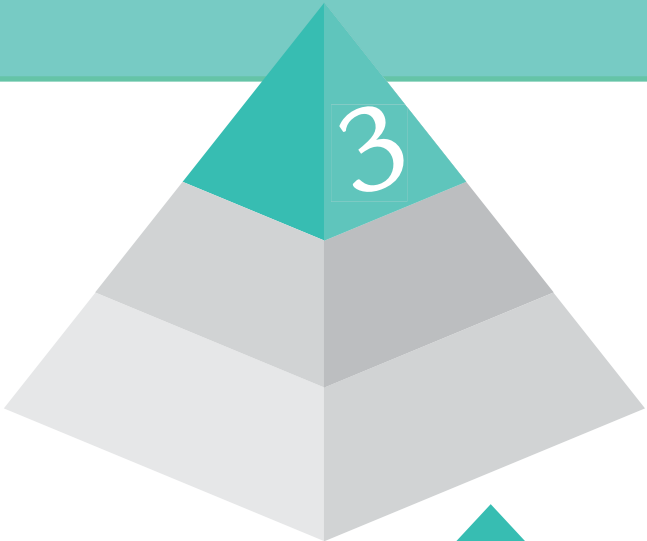
David, 16, likes going to school but is sometimes confused when things are not the way he expects them to be. He enjoys learning about things that interest him. If he is really excited about something, he may want to talk about it all day. David can complete some work and personal tasks with the right supports in place. But when his class is too loud, or students sit at the wrong desks, or the teacher’s instructions don’t make sense, David can become anxious and behave inappropriately. He needs to move his hands or feet to calm himself. His classmates don’t always understand this behaviour. He performs best when clear instructions are broken down into smaller chunks. He requires some support with personal hygiene, social skills and organizing his belongings in his locker. David has a diagnosis of autism.

Isabella, 17, finds school to be a very busy place. Sometimes she feels like everything happens very quickly and she is not sure what to do next. It can take her many attempts to learn a new skill. She has difficulty making herself understood and can become frustrated when this happens. Because communication is difficult for her, she doesn’t like to use her voice very much. Isabella uses picture cards and signs to indicate what she is thinking and what she wants. She works best when there are clear routines. Isabella requires assistance with all language and math activities. She enjoys class outings and riding the bus. Isabella has an Individual Education Plan which includes a diagnosis of a Developmental Disability.

David and Isabella’s teachers provide them with predictable and safe environments where transitions are minimized and planned. Their programs offer consistent daily routines, often with visual supports and social stories. The focus is on the abilities of the students, and they are included as appropriate in school and community activities. Staff members notice, interpret and appropriately respond to what the students say, as well as to their body language. Staff model and encourage appropriate social skills. Instruction includes functional academic skills as well as support with personal care skills. Staff help students engage in appropriate conversations with their peers and others. Staff encourage as much independence as possible, and maintain communication with families and others who support the students.

Students may be in the program for up to seven years, yet the focus of the Individual Education Plans is on the transition to post-secondary living. This requires personalized and appropriate programming. Transition discussions centre on the students’ skills and community groups that can help them live as independently as possible when they leave school.

Program Description	<p><b>Specific Support Program</b> Provides targeted, personalized support in various areas (e.g., life skills; communication; personal care; physical support); integration where appropriate into other programs/classes</p> <p>Students could be in the program for a maximum of seven years</p> <p>Collaboration with parents and community partners in order to plan appropriate transition to community support</p>
Tier	3
Target Group(s) for this Level of Support	<p>Students with developmental disabilities and/or autism and/or multiple disabilities</p> <p>Students require supervised care</p> <p>Class size: six to 10 students depending on personal level of need of the students in the program.</p>
Relation to Current Program	Some students currently in developmental, physical, and autism programs at Glendale, Orchard Park, MacNab, Hill Park, Ancaster, Sherwood, Churchill



3

TIER 3

Targeted Interventions

Programming for identified student





EXTENSIVE SUPPORT PROGRAM

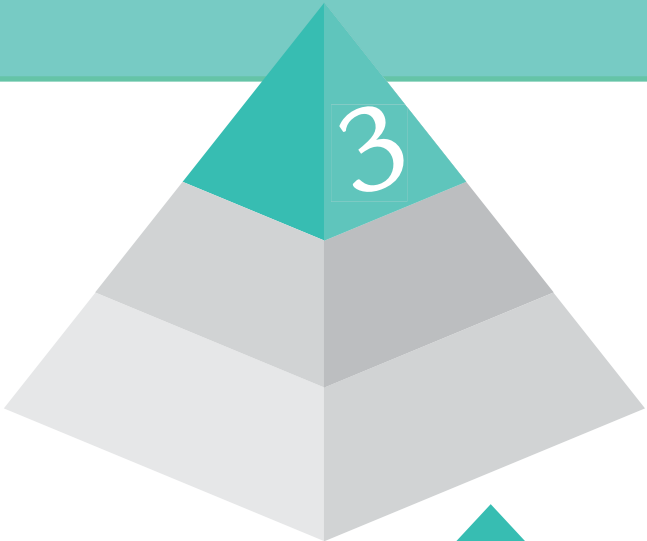
Kevin, 17, is a student who often does not understand what is said to him or what is expected of him, which sometimes makes school difficult. He enjoys music and rhythmic activities, and responds well to both. Kevin is non-verbal and communicates using some signs and pictures. He receives occupational therapy support due to his difficulties with co-ordination. Kevin requires support with hygiene and personal care, and has dietary restrictions that staff monitor closely. When he becomes upset, he may inadvertently hurt himself or those around him. He can become fixated on a particular object, activity, or person. Transitions can be difficult so he needs reminders and cues before moving between activities. Kevin has an Individual Education Plan based on his intellectual, communication, and behavioural needs.

Leanne, 14, is a student who loves to come to school where she can be with her classmates. She arrives by specialized transportation to accommodate her wheelchair and breathing apparatus. Leanne has daily visits from a nurse due to her special feeding needs. Leanne has limited mobility and speech, and is learning to use an augmentative communication system to indicate her wants and needs. Leanne enjoys spending time in the Snoozelen room. Leanne has an Individual Education Plan based on her intellectual and physical needs.

The staff members who support Kevin and Leanne provide them with a variety of activities to meet their very individualized needs. The classroom environment supports and has been adapted to their physical requirements. Staff use a multi-sensory approach to teach new concepts. Staff work to discern what and how each student communicates, in order to develop appropriate strategies to respond effectively. Activities are adjusted to reflect the students’ interest levels and their attention spans. Staff members facilitate, model, and encourage appropriate social skill development. Staff also accommodate each student’s physical and personal care needs to maintain the students’ dignity and privacy, and promote as much independence as possible. The program is structured as well as predictable, and includes instructional materials that relate to the students’ interests and to other real-life situations.

The students may be in the program for up to seven years. Staff maintain communication links with all those involved in supporting the students in order to share goals and approaches. They collaborate with the students’ homes to ensure continuity, effective communication, and reinforcement of expectations. Due to the multiple needs of the students, transition to post-secondary living is a focus of many discussions, which centre on the community agencies and partnerships that will need to be in place when the students leave school.

Program Description	<div>Extensive Support Program</div> <div>Provides intensive, continuous, and individualized support in all areas</div> <div>Collaboration with parents and community partners in order to provide appropriate programming and transition to community supports</div>
Tier	3
Target Group(s) for this Level of Support	<div>Students have significant developmental, executive functioning, communication, and/or behavioural needs</div> <div>Class size: four to six students, depending on level of need and exceptionality</div>
Relation to Current Program	Similar to some current programs at Glenwood



3

TIER 3

Targeted Interventions

Programming for identified student





# GLOSSARY OF TERMS:

**Blended Learning:** Instruction in which students have a classroom teacher, but also take advantage of components of online learning.

**Co-operative Education:** In a co-op learning experience, students earn credits by integrating classroom and workplace learning experiences. Students refine, extend, apply, and practice the knowledge and skills acquired in the related curriculum course. We also offer school-to-work transition programs that combine select courses with co-op to prepare students for the world of work. ([www.hwdsb.on.ca/programs/coop](http://www.hwdsb.on.ca/programs/coop))

**Credit Recovery:** A secondary school program offered across Ontario in which a student can recover parts of a course that they may have failed, without repeating the whole course.

**Dual Credit Program:** Programs in which students earn credit for college and/or apprenticeship courses while enrolled in high school. Dual Credit teachers are secondary school teachers assigned to each Dual Credit Program to support students in their learning. Dual Credit Programs are open to senior students who may need assurance that they can be successful in college and for students participating in SHSM or college-delivered accelerated OYAP programs. ([www.hwdsb.on.ca/programs/dualcredit](http://www.hwdsb.on.ca/programs/dualcredit))

**eLearning:** Learning in which students earn online credit courses in a virtual school environment. eLearning connects students and teachers using computer technology, which allows students the flexibility to meet their personal learning styles while gaining 21st century fluency skills. ([www.hwdsb.on.ca/elearning](http://www.hwdsb.on.ca/elearning))

**Focus Courses:** One-credit courses offered with a theme/lens that meets the needs of a targeted group of students in the school. Offered in all secondary schools, these may include courses focused on the arts (dance, drama, media arts, music and visual arts), technology (can be more than one credit), and physical education.

**Individual Education Plan (IEP):** A written plan describing the appropriate special education program and/or special education services to be received by a student with special education needs. ([www.hwdsb.on.ca/programs/special/iep](http://www.hwdsb.on.ca/programs/special/iep))

**Interdisciplinary Course:** Grade 11 and 12 courses in which students apply the concepts, methods, and language of more than one discipline to explore topics, develop skills and solve problems. These reflect the links among the subjects taught, and are more than the sum of the disciplines included. Some examples include Outbound, Sports Marketing and Yearbook programs. ([www.hwdsb.on.ca/students/coursecalendar/course\\_descriptions/interdisciplinary.aspx](http://www.hwdsb.on.ca/students/coursecalendar/course_descriptions/interdisciplinary.aspx))

**Ontario Youth Apprenticeship Program (OYAP):** A specialized co-op program that gives students the opportunity to explore and earn credits in one of the more than 150 apprenticeable skilled occupations in Ontario. OYAP allows a student completing their OSSD to gain apprenticeship training leading to qualification in a skilled trade. Students must be age 16 or older, have 16 or more credits and be in any co-op in an apprenticeable occupation. Students who wish to pursue a career in the skilled trades while in high school may also participate in one of the many Accelerated Level 1 Apprenticeship programs. These programs are the in-school curriculum for the trade, are Ministry of Training, Colleges and Universities approved and are taught by college instructors. Many of these are also Dual Credit Programs. ([www.hwdsb.on.ca/programs/oyap](http://www.hwdsb.on.ca/programs/oyap))

**Pathway:** A pathway is a combination of courses that lead to graduation and to a student's post-secondary destination, whether it is apprenticeship, college, community, university or the workplace.

**Personalized Learning:** Education that places the learner at the centre and provides learning and assessment that is tailored to a student's particular learning and motivational needs.

**Reach Ahead Programs:** Programs that allow students, during the two summers leading up to Grade 9, to earn a credit toward their OSSD. Examples include Head Start, Jump Up and Trade Up. ([www.cce.hwdsb.on.ca](http://www.cce.hwdsb.on.ca))

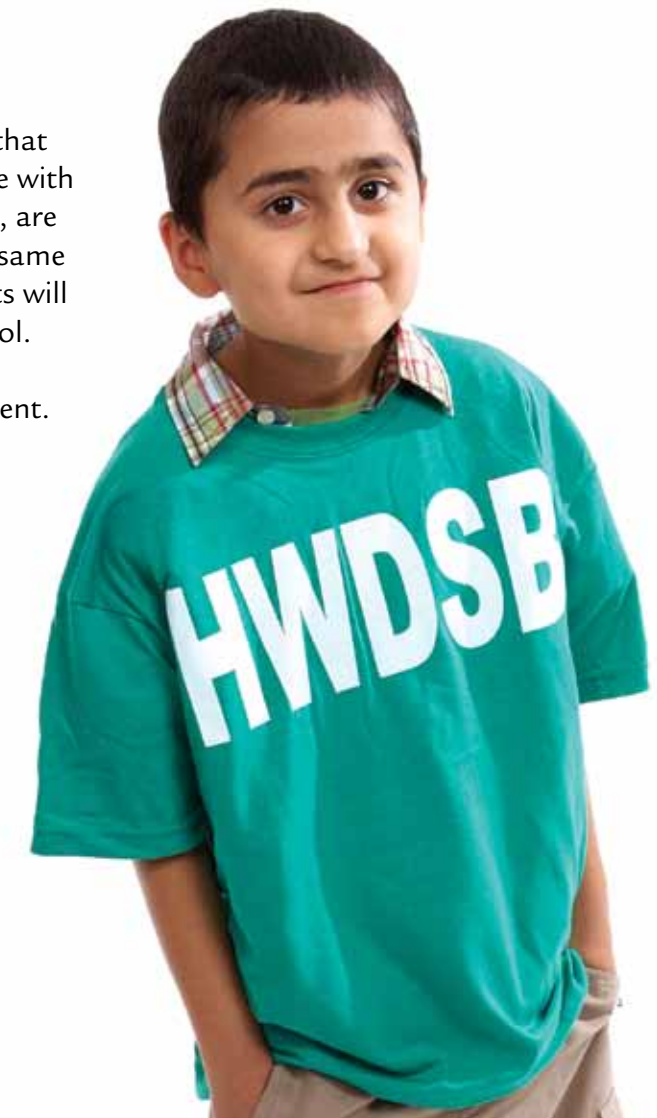
**Special Education Services:** Provides supports such as Psychological Services, Communication Services, Autism Services, and Social Work Services to students with special education needs. ([www.hwdsb.on.ca/programs/special](http://www.hwdsb.on.ca/programs/special))

**Specialist High Skills Major (SHSM):** A Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. Students earn a special designation on their Ontario Secondary School Diploma (OSSD) to recognize their area of specialization. The following sectors are currently available at the HWDSB: Arts and Culture, Aviation and Aerospace, Construction, Energy, Environment, Health and Wellness, Horticulture and Landscaping, Hospitality and Tourism, Information and Communication Technology, Justice, Community Safety and Emergency Services and Manufacturing. SHSM programs must offer destinations in the following four pathways: Apprenticeship, College, University and Workplace. ([www.hwdsb.on.ca/programs/shsm](http://www.hwdsb.on.ca/programs/shsm))

**Specialized Programs:** Unique and innovative learning programs designed to engage students with differing educational interests. These courses are consistent with the Ontario Curriculum and provide specialized learning opportunities, adding depth and intensity. These can build a broad range of skills while enhancing character development, academic achievement, and leadership development. The programs may include the arts, environmental studies, fitness and wellness and languages. ([www.hwdsb.on.ca/programs/oyap](http://www.hwdsb.on.ca/programs/oyap))

## Inclusion:

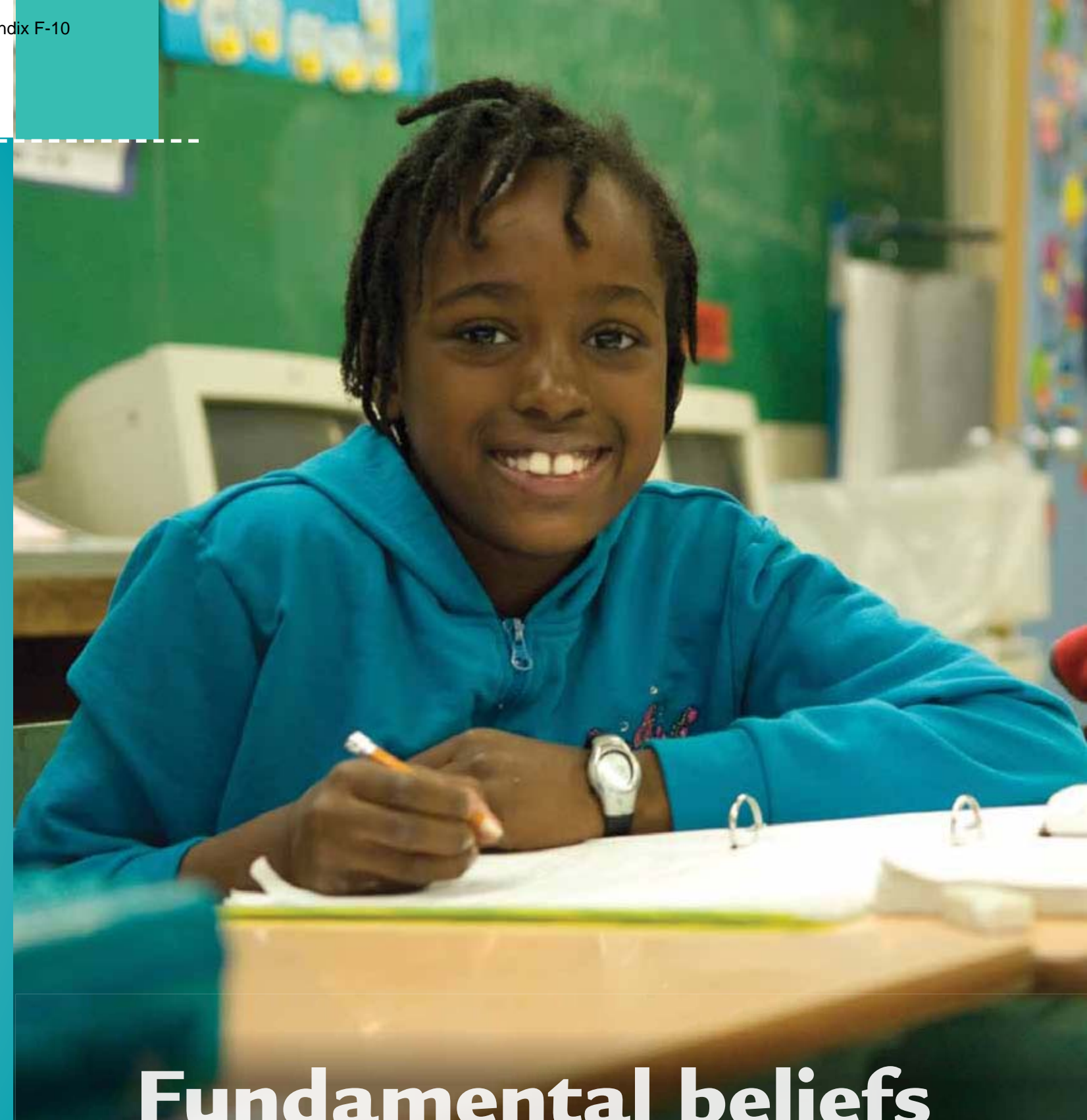
Inclusive education means that all students, including those with disabilities and other needs, are educated with peers of the same age in our schools. Supports will be provided at a every school. Research shows this model enhances student achievement.





# Facts About Our Programs:

- In 2010-11, HWDSB has more than 2,300 students participating in co-operative education.
- In 2010-11, there are approximately 900 students enrolled in SHSM programs at 12 of our high schools. Six additional SHSM programs have been tentatively approved for the 2011-12 school year.
- In the 2009-10 school year, there were over 900 students participating in OYAP with 180 students registered as apprentices by the Ministry of Training, Colleges and Universities.
- This school year, we have 5,215 secondary students enrolled in Specialized Programs.
- This school year, we have 189 students completing Dual Credits. These include 113 enrolled in Mohawk Bridge; 12 enrolled in Mohawk Tech Bridge; eight enrolled in Level 1 Automotive Service Technician (AST); three enrolled in Level 1 Cook; six in Child and Youth Worker (CYW); 24 in Early Childhood Educator (ECE); six in Hairstyling; and 17 in General Carpenter.
- 622 HWDSB students are participating in eLearning courses this year.
- Last summer, 266 grades 7 and 8 students participated in a Reach Ahead program.
- In 2010-11, 496 students participated in interdisciplinary courses.
- 19 per cent of HWDSB students receive Special Education Services
- Approximately 8 per cent of HWDSB students are formally identified as exceptional. Of these, approximately 52 per cent are identified with a Learning Disability, 17 per cent identified with a Mild Intellectual Delay; 11 per cent identified as Gifted, and other exceptionalities account for the remaining 20 per cent.



## Fundamental beliefs

*Serve each student.*

*Engage each student with programs to improve achievement.*

*Provide access to programs that meet each student's needs.*



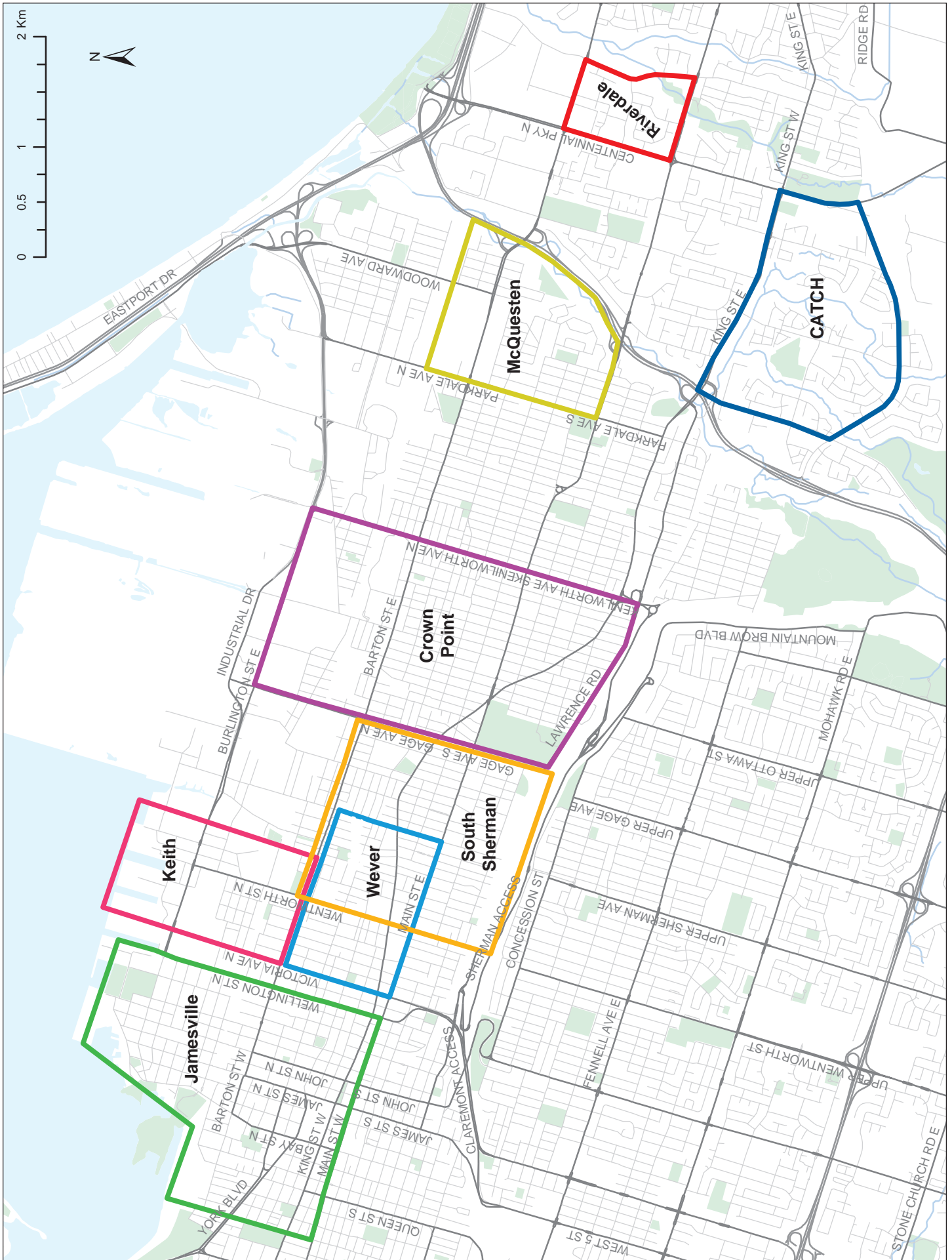


*Learning for All:*  
**HWDSB Program Strategy**



Hamilton-Wentworth District School Board  
100 Main Street West  
Hamilton, Ontario  
L8P 1H6  
905-527-5092









***“not about us, without us”***

**Mission:** *“To improve the quality of life for those of us living in the McQuesten Neighbourhood.”*

**Vision:** *“To create an active and responsive link between the residents and those involved in the McQuesten community.”*

**Five Core Values**

- *Respect*
- *Inclusiveness*
- *Stewardship*
- *Caring*
- *Asset based on strengths of this community*

**Chair: Pat Reid**     [preid2340@shaw.ca](mailto:preid2340@shaw.ca)     **905 547-0623**

McQuesten @ McQuesten Community Centre 785 Britannia Ave.

2<sup>nd</sup> Monday of each month 6:30 pm (Exception when holiday weekend falls on this date)

An area bounded by Queenston Rd to the west, Red Hill Expressway to the east, Queenston Rd to the south and the tracks north of Barton to the north.



## **Crown Point Community Planning Team**

**Chairs: Sandra Penner**     [shoepen88@hotmail.com](mailto:shoepen88@hotmail.com)     **289 389-7907**

**Evan Fraser**     [efraser1992@sympatico.ca](mailto:efraser1992@sympatico.ca)

Crown Point @ Compass Point Church, Ellis Ave.

3<sup>rd</sup> Monday of each month 6:30 pm (Exception when holiday weekend falls on this date)

An area bounded by Gage Ave to the west, Kenilworth Ave to the east; Lawrence Rd to the south and the Bay to the north.

## ***South Sherman Community Planning Team***

**Chair: Rebecca Doll**     [dollrebecca@yahoo.com](mailto:dollrebecca@yahoo.com)     **289 389-7137**

South Sherman @ St. Giles United Church (Holton & Main)

1<sup>st</sup> Monday of the month 7:00 pm (Exception when holiday weekend falls on this date)

An area bounded by Wentworth Ave to the west, Gage Ave. to the east, the escarpment to the north and again the tracks north of Barton to the north.







Sr. Theresa Nagle  
605 – 50 Young St.  
Hamilton, ON L8N 1V2  
March 22, 2011

Ms. Judith Bishop - Chair  
Hamilton-Wentworth District School Board.  
100 Main St. West  
Hamilton, ON L8N 3L1

RECEIVED  
MAR 26 2011

Dear Ms. Bishop

I am writing as a member of the Campaign for Adequate Welfare and Disability Benefits Committee (CAWDB) in Hamilton. This group is comprised of people who experience poverty and others who support them and work for change.

Our concern is the possible closure of Parkview Secondary School on Balsam Ave. We realize that many schools have to close because of declining enrolment.

However, we believe that this school is very unique and deserves special treatment. It is more than a school and has a positive impact on the community.

I am also writing as a member of School Sisters of Notre Dame. We've had a special connection to this school, through our finance and Justice departments.

For about six years we have been donating funds and goods to the school and have been at their Christmas dinner as guests. I have left each time feeling very impressed with the staff and students.

What makes this school so special is that most of them are poor and some extremely poor and yet for the most part they are very polite, work together and are learning life skills. This is helping them to have a better future.

Most, if not all the teachers want to be there because they know they are making a difference in lives of the students and not just the academic one.

The School It also runs a credit granting Vocational Pathways Program that prepares student for the transition to the workplace.

There is great concern about the welfare of these students, because this school has had a positive impact on them. Perhaps there is a creative way to keep it open and also use it for something else or for another use.

Steve Buist of the Hamilton Spectator has had several articles written about this school and this has helped me to appreciate the uniqueness and value of the school.

Here are some excerpts from the articles

**1. Parkview gives city's poorest children hope. June 17, 2010**

- There are about 300 students at Parkview, all of them with some degree of learning difficulty, all of them from the lower inner city.
- Last fall, Parkview began offering a free lunch program for its students  
This semester, the program was expanded to include breakfast and lunch.  
Beattie points discreetly through the cafeteria window at a slight boy standing near a pop machine.  
"See him?" Beattie asks. "We discovered that was the only meal he was getting in a day."  
Now he will have two.
- When you see kids come in here in the morning and they're lying on the floor in the hallway, curled up in a ball on the floor and they're starving – they're literally starving – it's heartbreaking," said Beattie.



**2. Donors come forward to aid inner city school – June 22, 2010**

- Principal, Paul Beattie has a simple message for the generous people of Hamilton:  
Thank you
- One retired man handed Beattie a cheque for \$20,000 to help fund the school's breakfast and lunch programs next year. One woman walked into the school and gave \$50.
- In between, Beattie said he's received dozens of e-mail messages from people offering to donate clothing and toiletries or whatever help is needed.
- "It just did great things for the pride of the Parkview community, knowing there are so many people out there who care and want to help in Hamilton."
- It just gives the kids so much hope to see that they're important people and people want to help and support them to become even greater people than they are.
- One particular boy who is graduating this year read the paper with his mom that morning and she had tears in her eyes reading it
- "I think they're feeling really proud and really positive about being part of Parkview," he added

**3. Danny's No Frills helps Parkview students concentrate on learning**

September 20, 2010,

I am just referring to this article which was in the Hamilton Spectator because it has a photo of the students helping to stock the shelves. The Hamilton Spectator, Danny's No Frills and the staff and students worked together to gather \$1,000.00 worth of food for their breakfast and lunch programs and items for their bakery. Teachers and staff at Parkview run the programs and senior students do the cooking to earn a credit and gain valuable experience. The article went on to say, that despite what many people may think, these students are good kids.  
(I have been there often enough to attest to this.)

We hope the Board can find some way to keep Parkview School open to continue serving these very needy students, helping them to grow up to be contributing citizens, rather than forgotten people who may continue to need the city's medical and social services resources for the rest of their lives.

original to Mr. John Malloy

cc Judy Bishop  
cc Tim Simmons  
cc Paul Beattie

*Sincerely*  
*S. Theresa Nagle*

*tn.ssnd@cogeco.net*



Megan Dunn

S. Patricia Carson

Marija Shackleton

Amy Parkinson

Pat Paget

Rita Wilhelm

S. Alfreda Kempel

S. Colette Ryan

S. Margaret Volk

Sister M. Evelyn Volk

Sister Peter Klotz

Sister Jean Hartlieb

Sister Zita Merkosky

Stacey Hyatt

Sister Doreen Lackenbauer

Sister Rita Kittel

~~Bygones~~

Sister Eileen Marie Morrissey

Kathy Santos

Weedy Dunn

Linda Thurston

Mark Wyckoff

Sharon Kroetsch

Jara Pauline

Ann Marie Gelineau

Sister Dorothy Gots

Sister Thomasine Ryan

Mary F-12

Marija Shackleton

Sister Mary Jane Berges

Sister Celeste Swan

Sister Rose Marie Michman

Sister Carla Marie Mc Carville

Maureen Wood

Lucie Oakley

Joanne Jensen

S. Elizabeth Bartner

S. Anne Theres Weiss

Sister Beatrice Zinger

Sister Bernice Volk

S. Doreen Schommer, sand

S. Janet Disbrow, S.S.N.D.

Maureen Koshowski

Pr. Mary Ruth

Kathy Santos

Kendy Dunn

Linda Thurston

S. Helen Zittel

S. Cecilia Reitzel

S. Harriet Schum

School Sisters of Notre Dame  
+ staff - Waterdown



C AW DB

Sally Palmer  
Bill Medeiros

Rosemarie Chapman  
JAN KAC ZOH

David Mack  
Cherhurst

Ursula Samuels

Sincerely Yours,

S. Theresa Nagle

William Timothy Buttor

Paul Wlosenko

Edna Whitman

M. Thomas



**North - Accommodation Review Committee  
Working Group Meeting #5  
May 3, 2011**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran, Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Accommodation Options and Program Plan**
  - 3.1 Concepts, Ideas and Issues Discussed**
  - 3.2 Questions and Comments**
  - 3.3 Accommodation Options -Discussion in Small Groups**
  - 3.4 Reports from Small Groups**
- 4. Planning for the Public Meeting**
- 5. Minutes of the meeting of April 12, 2011**
  - 5.1 Errors or Omissions**
  - 5.2 Approval of the Minutes**
  - 5.3 Business Arising from the Minutes**
- 6. Correspondence**
- 7. Other Business**
- 8. Adjournment**

**Next Meeting –Public Meeting, Tuesday, May 24, 2011 - 6:30 pm – Glendale Secondary School**

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



**North Accommodation Review Committee Meeting**

**Board Room – Education Centre**

**May 3, 2011**

**Working Meeting #5**

**Minutes**

**ATTENDANCE:**

**Committee Members**

***Chair –Vicki Corcoran***

***Voting Members –Sandra Binns, Anna Busse, Susan Corrigan, Lisa Deys, Annie Fu, Marie Jackson, Jane Henry, Rick Kunc, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Glenn Cooke, Geoff Coombs, Mark Currie, Jim Holubeshen, Peter Joshua, Nancy Leach, Ray Mulholland, Maria Pearson, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White***

**Regrets**

***Voting Members – Michele Cameron, Michael Chalupka, Laura Gill***

***Non-Voting Members –Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla, Jamie Nunn, Don Pente***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton, Ellen Warling***

**Recording Secretary**

***Tracy McKillop***

**1. Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the fifth working group meeting. She spoke of the follow-up information from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard. The Chair spoke to the Committee of the upcoming Public Meeting at Glendale Secondary School. She shared that one of the most important tasks for the evening is to agree on the content of the meeting. There are two main purposes of the Public Meeting. One is to get feedback. This means hearing the ideas or concerns of the community. The second purpose is to present the work



of the Committee to the community. The goal by the end of the meeting is to be clear and agree on what will be presented to the community.

## **2. Agenda**

**2.1 Additions and Deletions** – Michael Root has a draft proposal to share with the Committee and asked to have this included in the discussion. Consensus was given to share Michael's proposal. No other additions or deletions were added.

**2.2 Approval or the Agenda** – The amended agenda was approved by consensus.

Mr. Wibberley shared at this time that Mr. Terry Cooke will be presenting to the Committee at the working group meeting in June and Mr. Paul Johnston, from the City of Hamilton, will be presenting to the Committee at the working group meeting in September.

## **3. Accommodation Options and Program Plan**

**3.1 Concepts, Ideas and Issue Discussed** – Mr. Del Bianco stated to the Committee that the meeting objectives for the night would include:

- An overview of the concept options.
- Review the concept options in working groups.
- Develop a “pros” and “cons” list for each option.
- Determine how many options the Committee would like to present at the public meeting.
- Consider how to incorporate the program strategy.
- Nominate one ARC member from each working group to present at the public meeting.
- Reconvene as a large group to discuss the results.

Maps were distributed to illustrate some of the options that came out of the group work. The concept options were as follows:

- A) Closure of Sir Winston Churchill and Delta and build a new school between the two schools.
- B) Closure of Sir Winston Churchill and Delta and build a new school on the Delta site.
- C) Closure of Parkview and relocate the Parkview program in a wing at Delta.
- D) Closure of Parkview and the Parkview students would be accommodated in the home school with locally developed courses.
- E) Closure of Sir Winston Churchill and Sir John A Macdonald and build a new art school on the Sir John A Macdonald site.
- F) Closure of Delta and Sir John A Macdonald and build a new school on a site between the two schools (site location yet to be determined).
- G) Closure of Delta, Parkview and Sir John A Macdonald and construct a new school on one of these sites and have a wing dedicated to the Parkview program.
- H) Closure of Delta, Parkview and Sir Winston Churchill and construct a new school on one of these sites and have a wing dedicated to the Parkview program.
- I) Closure of Delta, Glendale and Sir Winston Churchill and construct a new school on one of the existing sites.

## **3.2 Questions and Comments**

Grant Thomas shared that there are available sites as Siemens, which is closing, Montgomery Park and the old Dominion glass site is for sale. It was stated that anything north of Barton would have to be re-zoned as it is currently zoned industrial.



### **3.3 Accommodation Options – Discussions in Small Groups**

Everyone broke out into small groups to discuss the pros and the cons of the above listed options and to elect one person from each group to present at the public meeting.

### **3.4 Reports from Small Groups**

Geoff Coombs will be one of the representatives at the public meeting. Their group felt that option G and F were the most viable options. This group felt that the others did not meet the programming needs or did not close enough seats to fulfill the committee's mandate.

Scott Barr is another representative and his group took another approach when looking at the options. They looked at any options that they were not comfortable presenting at the public meeting. This group felt that options D, E and I were not viable options for the following reasons:

- (D) It did not address the utilization rate
- (E) Leaving an old school like Delta open and losing the Churchill associated facilities.
- Putting too many students into three high schools

They also spoke about the closure of Bishop Ryan that is scheduled in a year and a half. If that population decides to come to the Public Board then that would mean an additional 500 students at Glendale. They selected option F and G.

Michael Root will be representing the third group. Mr. Root shared that it is the recurring theme of building a new school in the inner city to invigorate and draw people to the inner City. This group were concerned with option A – losing the recreation centre at Sir Winston Churchill. Option E created a large distance between Delta and Westdale. They thought that a blend of options F and G would be good. They considered option F however the concern was that the Delta site might be too small. They also felt that Sir John A Macdonald would be a good art school.

All of the groups shared the concern regarding finding land and what option would they choose if that were the case. Mr. Del Bianco stated that every group asked that same question and there is no easy answer. To avoid that challenge there needs to be a number of options to present. Do we look for land or do we build on an existing site? He shared that over the summer they will look to see what land is available and the pros and cons of that. He indicated that these options are just conceptual at this time.

### **4.0 Planning for the Public Meeting**

The Chair shared with the Committee that they need to agree on a summary of the work that the Committee has completed to date, how it will be presented and by whom. Discussion will also be required to determine who will chair or co-chair.

Mr. Del Bianco shared a draft Agenda with the Committee. It was felt that the presentation at the earlier public meeting was way too long so for the upcoming meeting the following would be provided:

- A brief overview of the ARC process – perhaps a few slides.
- A brief summary of the information that has been presented to the Committee.
- Where to find the information on the web site.
- An update on the work of the Committee to date followed by a question and answer period.



Mr. Del Bianco shared that he could do the presentation and then hand the meeting over to the three presenters Geoff Coombs, Scott Barr and Michael Root.

The Committee further discussed which options to present at the public meeting. They reached consensus on posting all nine options on the web site and presenting options A, F, G and H (with a new site).

The question of program strategy was discussed and it was decided that the program strategy would be discussed as the ARC narrows down the final option in the fall – consensus was reached on this.

After some discussion Praema Rao was nominated to Co-Chair the meeting and she agreed.

Mr. Del Bianco asked the Committee if they would like to have the Senior Administration's Option presented again. After some discussion consensus was reached to have a brief mention of this in the opening slide presentation.

Michael Root asked the Committee if the draft proposal that he created could be put on the web site. They agreed and gave consensus.

**5.0 Minutes of the meeting of April 12, 2011**

**5.1 Errors or Omissions** – there were none.

**5.2 Approval of the Minutes** – Consensus was given.

**5.3. Business Arising from the Minutes** – there were none.

**6.0 Correspondence**

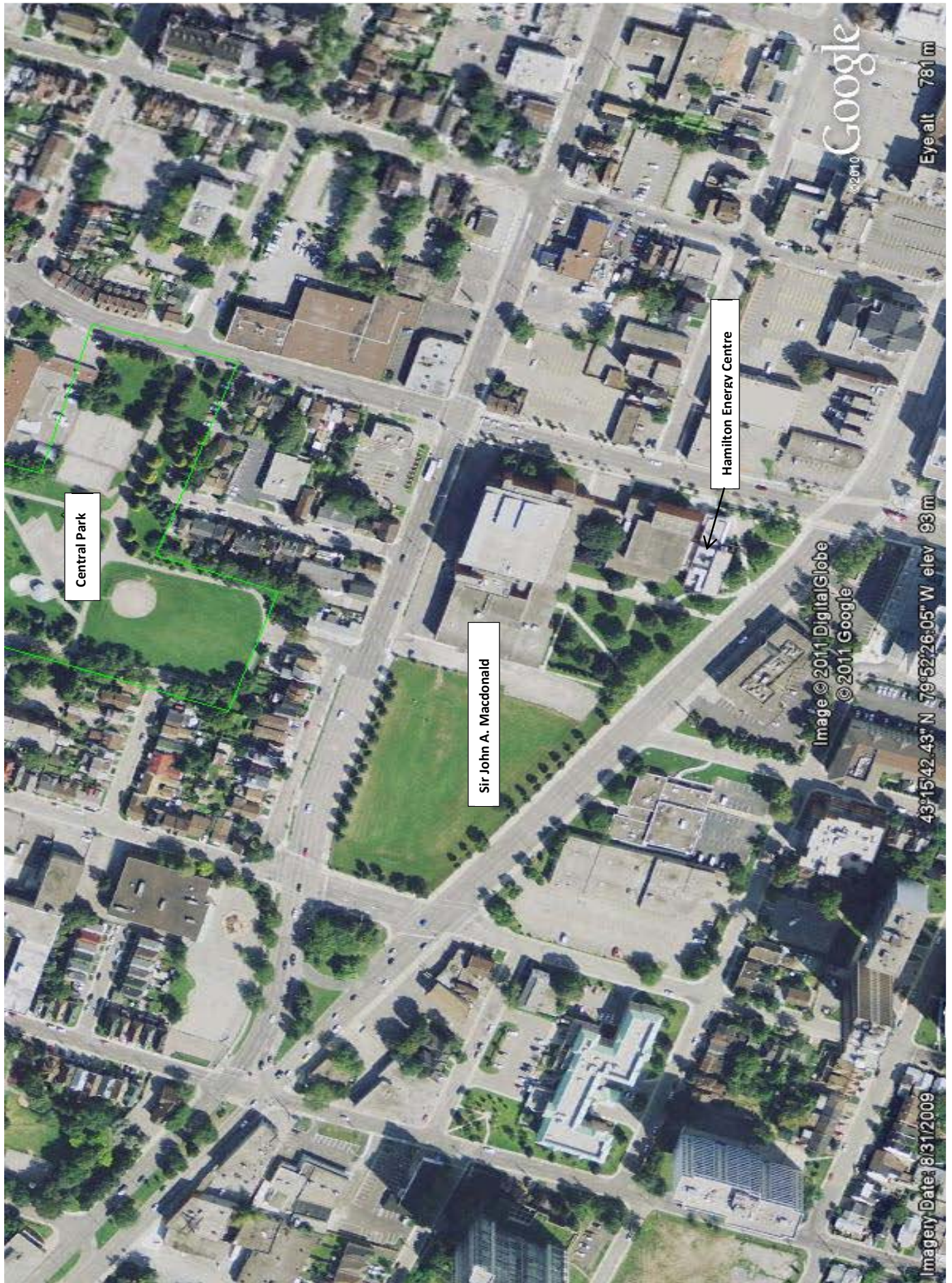
Trustee Todd White inquired if French Immersion would be added to the program strategy for Glendale. Is there any historical data? If a second French Immersion program is added will there be enough enrolment in the Glendale area? He wanted to know if Bishop Ryan offered French Immersion. The Committee reached consensus to request this information.

**7.0 Other Business** – none

**8.0 Adjournment** – 9:11 p.m.



Sir John A. Macdonald – 130 York Boulevard, Hamilton





Hamilton Wentworth District School Board  
 Secondary School Accommodation Review–North ARC  
 Working Group #1

**General Overview/ Description of Proposed Option**

Combine SWC & Delta into a new building

- Between Delta & Churchill perhaps
- Gives hope to community that needs hope; that promotes new construction
- Or build a smaller school with a community centre
- A phase in process? – close now in ARC & then build later
- Or close e.g. Close SWC now and then replace Delta to close gap
- New buildings attract students

House Parkview in something separate or smaller; public meeting they showed ‘fear’

- Parkview is like a POC; not taking from other schools
- Something (building) more appropriate

Driving SWC to SJAM

- big gap – distance; too many in east and too big a gap in this end
  1. interesting data re: school age population in corridor SJAM to SWC
    - Number of elementary that will be sec in 10 yrs?
  2. (Speaking about ‘inclusion’) vocational school – it’s offered in many schools; what is the profile of students attending Parkview?
  3. Needs of Parkview students so great (e.g., can’t read; different disabilities) what they can do and accomplish in programs and self-confidence gained
  4. How are kids, who have a ‘Parkview profile’ doing in composite schools and their profile
  5. Impact of sec. school closure and dispersion of gr. 8 students following year historically.

Delta – move Parkview into west wing of Delta – keep own status and maintain life skills courses – some think it won’t work

- Need hands on life-skills; build on assets; not deficits
- Can Delta be made into a smaller school?
- Does it make sense to knock down part of Delta? Cost?
- Once we know Parkview profile and see what other school boards are doing to meet their needs
- Programming for Parkview is critical and will it be addressed

Have one facility for at risk students in youth where community can support

- Those who want help can access easily
- Kids have said that they know they don’t feel they belong in home schools
- No evidence that forced integration works for students of their profile
- Have a transition program – attend a school like Parkview for literacy and numeracy and then transition to home school if the want/can
- Some kids at other schools are Parkview students who function well at Delta and staff treat them well and provide



Hamilton Wentworth District School Board  
 Secondary School Accommodation Review–North ARC  
 Working Group #1

**General Overview/ Description of Proposed Option**

Have kids to go to home school and put appropriate supports LIPTS (sec) EAs; adj. programs, etc.  
 Class sizes smaller; more EAs; more supports to make it successful

Is there a school for the performing Arts & Crafts? (i.e., singers, dancers, stage workers)

- To do it close SWC, leave Delta open, close SJAM & re-open SJAM as a performing arts schools (POC or system programs)(close and re-open to turn staff to 'arts' staff)
- May have to consider boundaries changes for the other schools
- Some boards are starting secondary at grade 7
- K-2; empower will help kids read better, always a student at gr. 7 not literate, maybe go to a special situation, an earlier transition

Close Delta and don't close SWC until a school is built between them?



Hamilton Wentworth District School Board  
 Secondary School Accommodation Review–North ARC  
 Working Group #2

**General Overview/ Description of Proposed Option**

- Close Delta and Churchill and rebuild a new school
- Can “mothball” or “demolish” a portion of a school to reduce capacity as per ministry standards or numbers
- Close SJAM and Delta and build a new school somewhere in the middle (a more strategic location)
- Concept – 7-12 school – is this viable?
- Can we purchase land in the lower city for a new school?
- Can Glendale be closed in order to keep Delta open as a central school location?
- Is there a solution to keep community schools?
- Will there be a boundary review to increase SJAM capacity and therefore affecting other boundaries in the north?
- Parkview needs to be maintained as a school – is this possible? Can we combine Mountain and Parkview to provide special programming for these students in one new facility?
- Can we close SJAM/Delta/Parkview and build a school on the existing site of Parkview or other site and maintain a wing for Parkview programming?



Hamilton Wentworth District School Board  
 Secondary School Accommodation Review–North ARC  
 Working Group #3

**General Overview/ Description of Proposed Option**

- Immigration factors?
- Vocational programming
- Age of buildings in North Cluster
- No public access to public education
- Most kids are on feet
- New downtown school combine Churchill/Delta with vocational aspect to give North Cluster hope
- Brand new vocational school close to Parkview and Mountain
- No safe place; they won't be engaged
- Close Glendale/Churchill/Delta and build a brand new school
- Students from vocational school won't be successful in secondary school
- Bullying at regular school now towards special ed. Schools
- No extracurricular programs at vocational school
- Inclusion of all students in the North ARC
- Gap in district if Delta and Parkview close
- Proper access
- School that meet needs of Special Ed.
- 30 years of neglect to existing schools
- Equity, access, inclusion
- Big and small have positive and negatives
- Programs come down to vision and money, people with passion
- Doesn't believe in vocational students in composite
- Competition for schools, kids have to pass newer catholic building to get to a public building
- Composite high school and vocational school with share sports facilities in the middle
- Gap between SJAM and Churchill
- Equity and accessibility, transportation and programs
- Eliminating three buildings; one new
- Ontario disability acts
- Vocational wing in new building
- Don't eliminate vocational school
- Money spread out to thin
- Centralizing EA's and special qualified teachers in one area
- Close 3 to 1 still a distance problem
- Board jumping to newer building
- Will numbers increase at Glendale when BR move to mountain
- EQUITY IS IMPORTANT
- HWDSB is at the forefront of the province
- Equity needs to be represented in our buildings



Hamilton Wentworth District School Board  
 Secondary School Accommodation Review–North ARC  
 Working Group #3

**General Overview/ Description of Proposed Option**

- Students feel hopeless in existing building
- Aware of transition period between closures
- If we had a new building in our area we could capture students from other board
- New school in central area
- Student don't want to go to other options in Delta closes
- Parkview needs to be contained as new school or wing in a new building
- Have senior administration and trustees have offices in there cluster
- Vocational mental health of the rise and wouldn't be able to be included
- To broad of a job for education system to solve problems
- Kids at small vocational don't get bullied and feel more like family, most kids don't have good family settings, they won't get this in a larger school
- Learning disabilities they just don't have one; they have many
- Very intimidating for our vocational schools students in larger schools
- Vocational students support each other
- People living in poverty don't leave that area
- Still large number of kids are not engaged
- Wrap the at-risk kids around senior administration
- Sell off existing buildings administration is using
- Other ministries the board could approach
- Mohawk has land by the Start campus
- Number of partners we could join with
- Partnership with Mac and Mohawk doing studies
- A lot of partners just waiting for an invite
- Different way of delivering education to our at risk students
- Shared use campus?
  - Benefit more programming
  - Wing or shared facility





## Secondary Accommodation Review Committee



Secondary Pupil Accommodation Review Committee

# Concept Options Prepared by the North Accommodation Review Committee

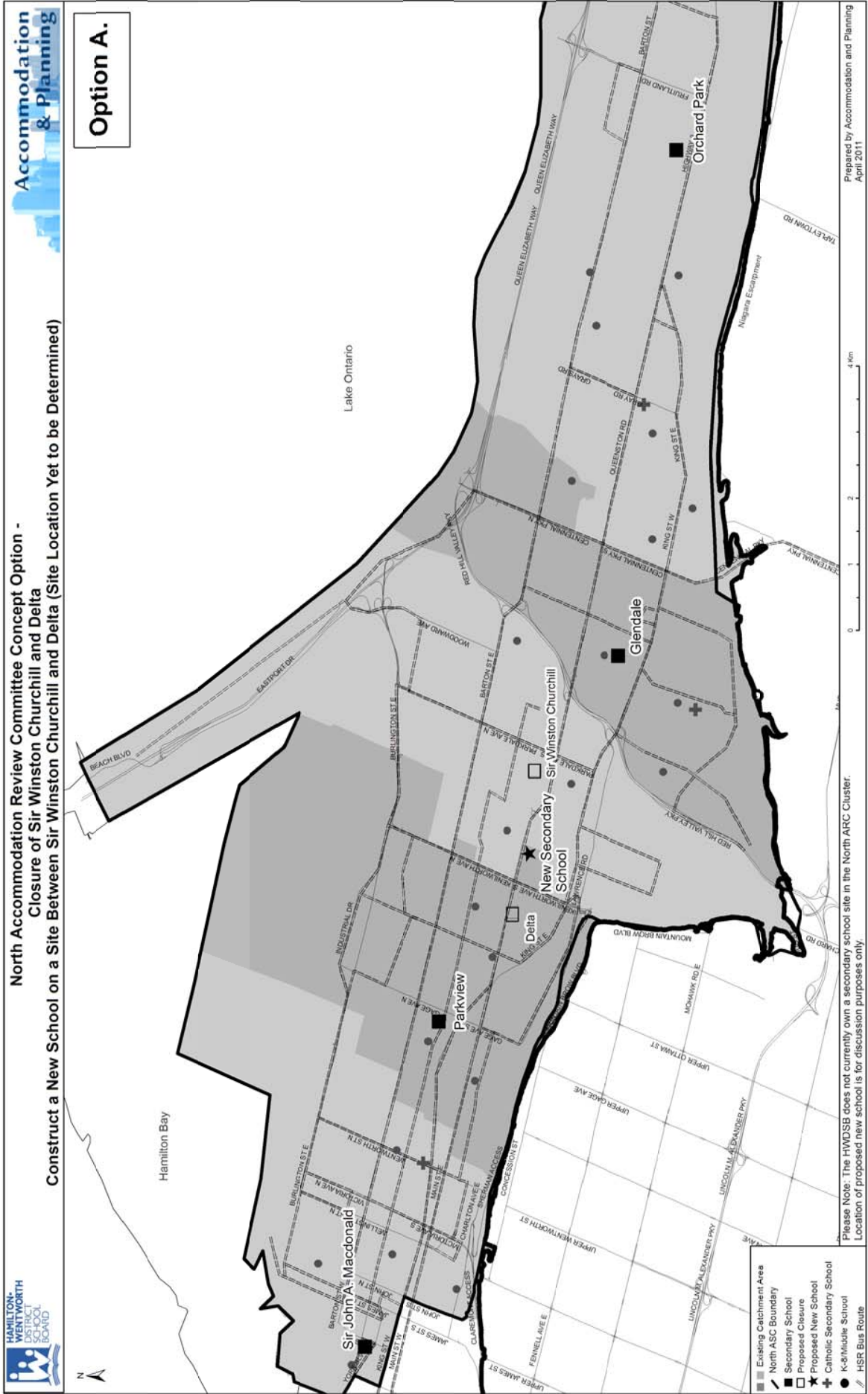
May 3, 2011



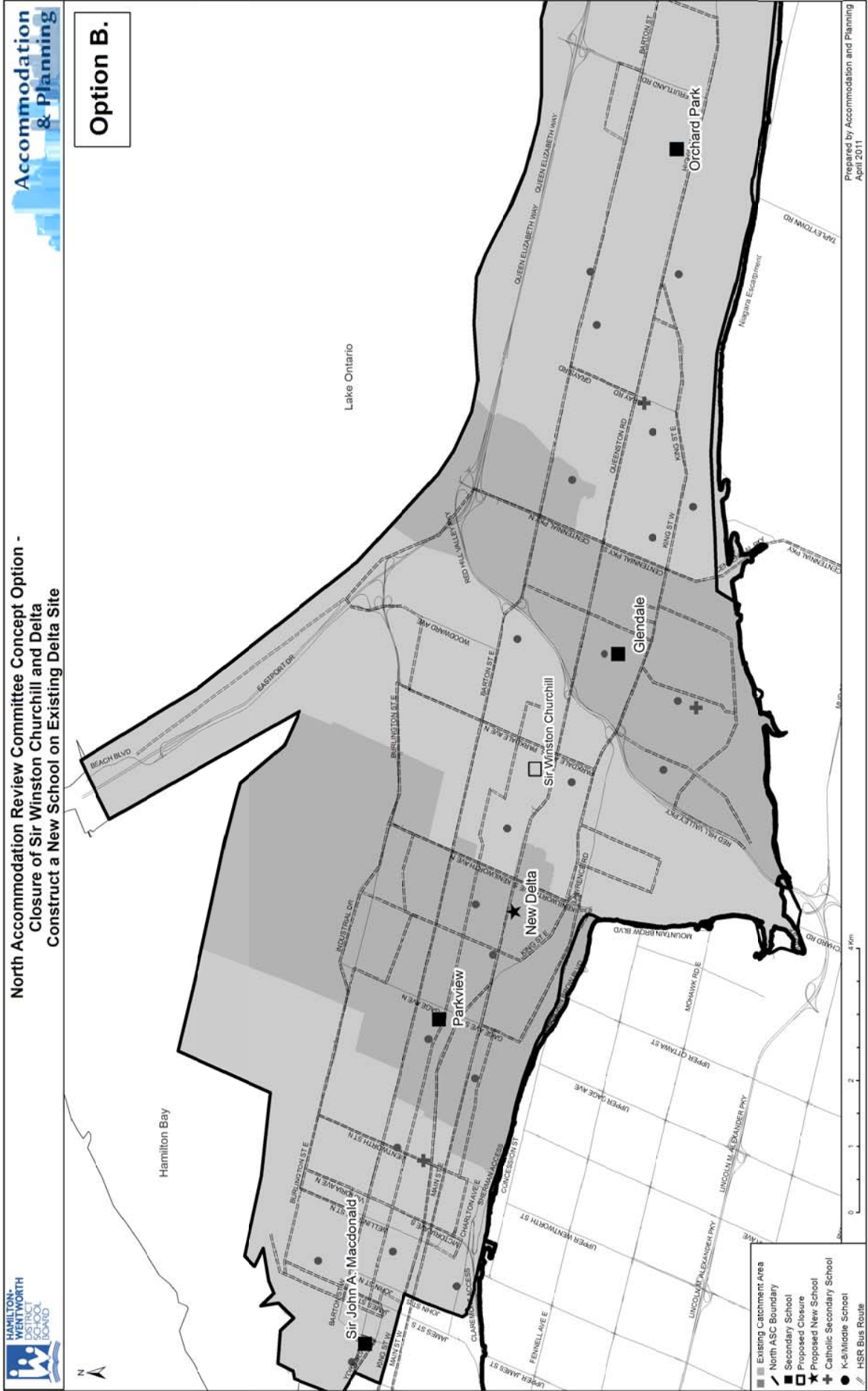
## Meeting Objectives

- Overview of the Concept Options
- Review Concept Options in working groups
  1. Develop “pros” and “cons” list for each option
  2. How many options do we want to present at the public meeting?
  3. How to incorporate the program strategy
  4. Nominate one ARC member from each working group to present at public meeting
- Reconvene as large group to discuss results

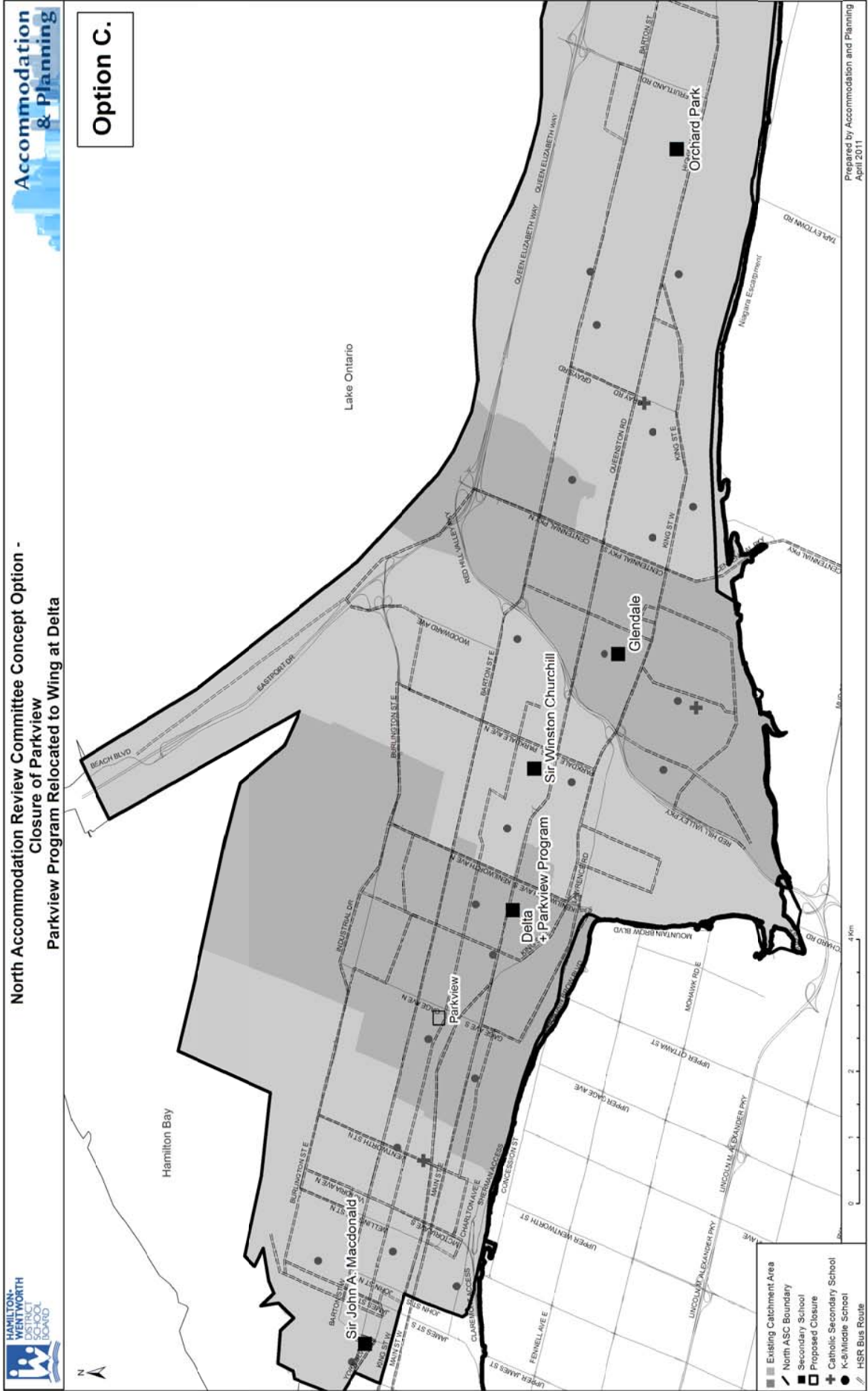




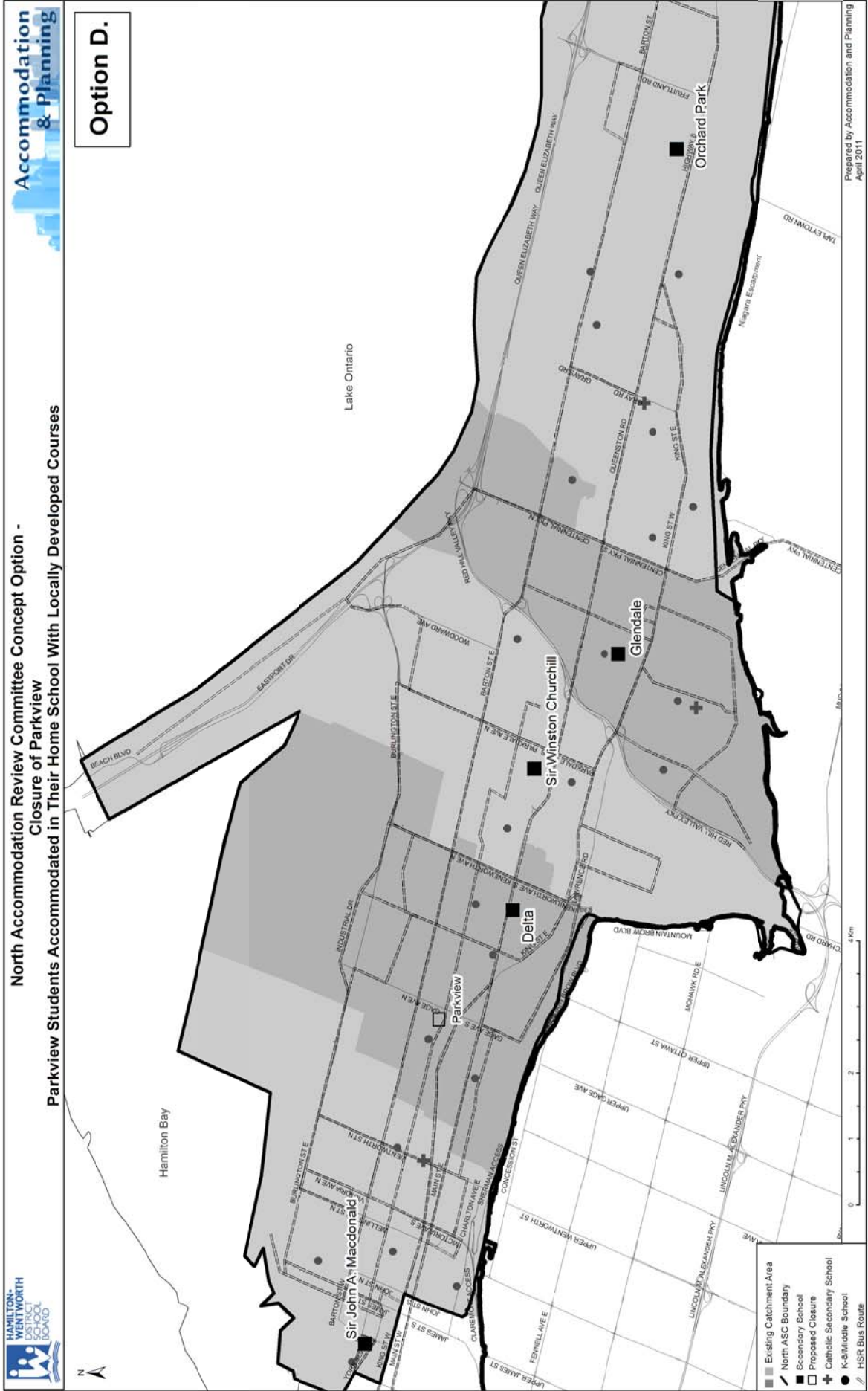




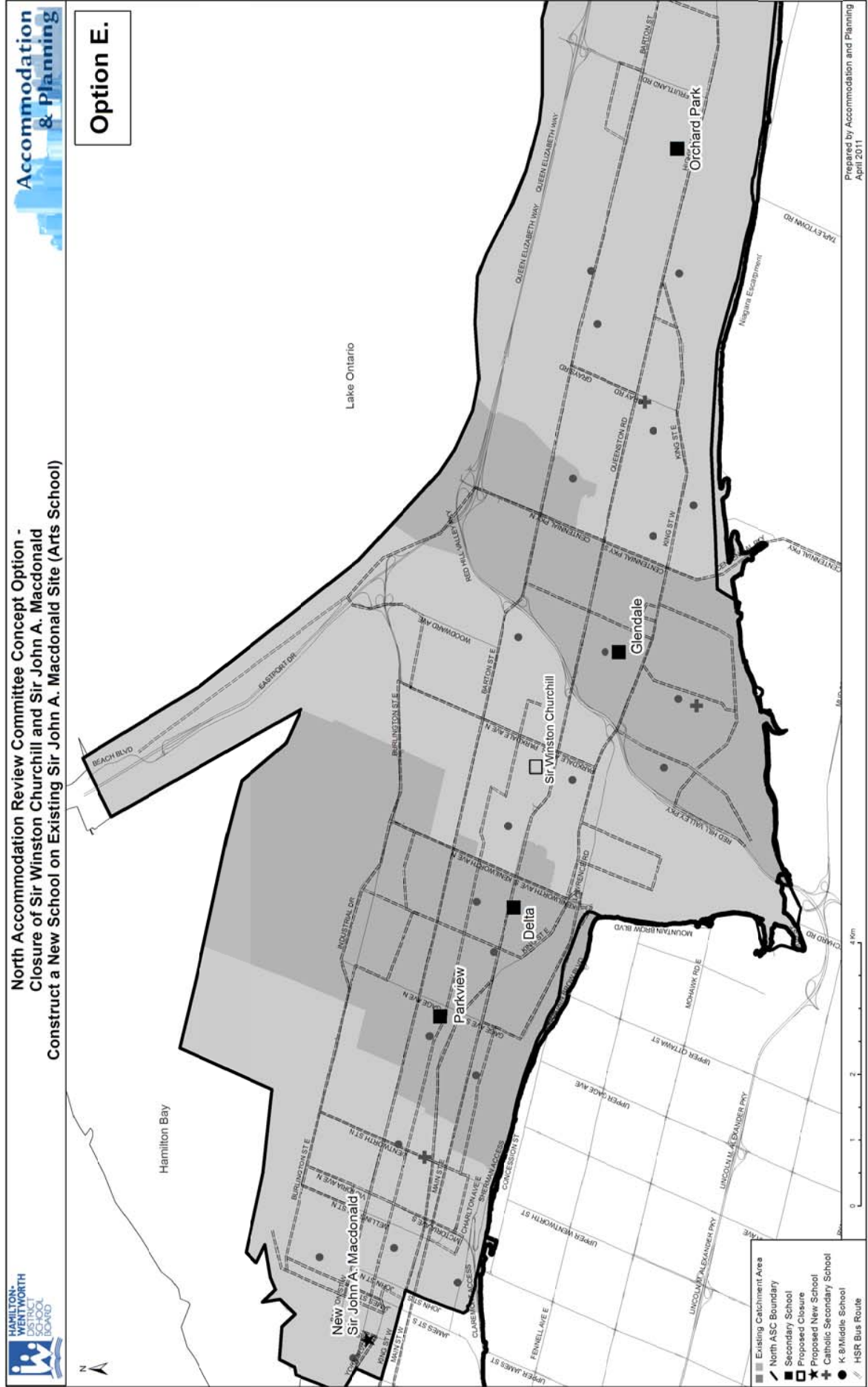




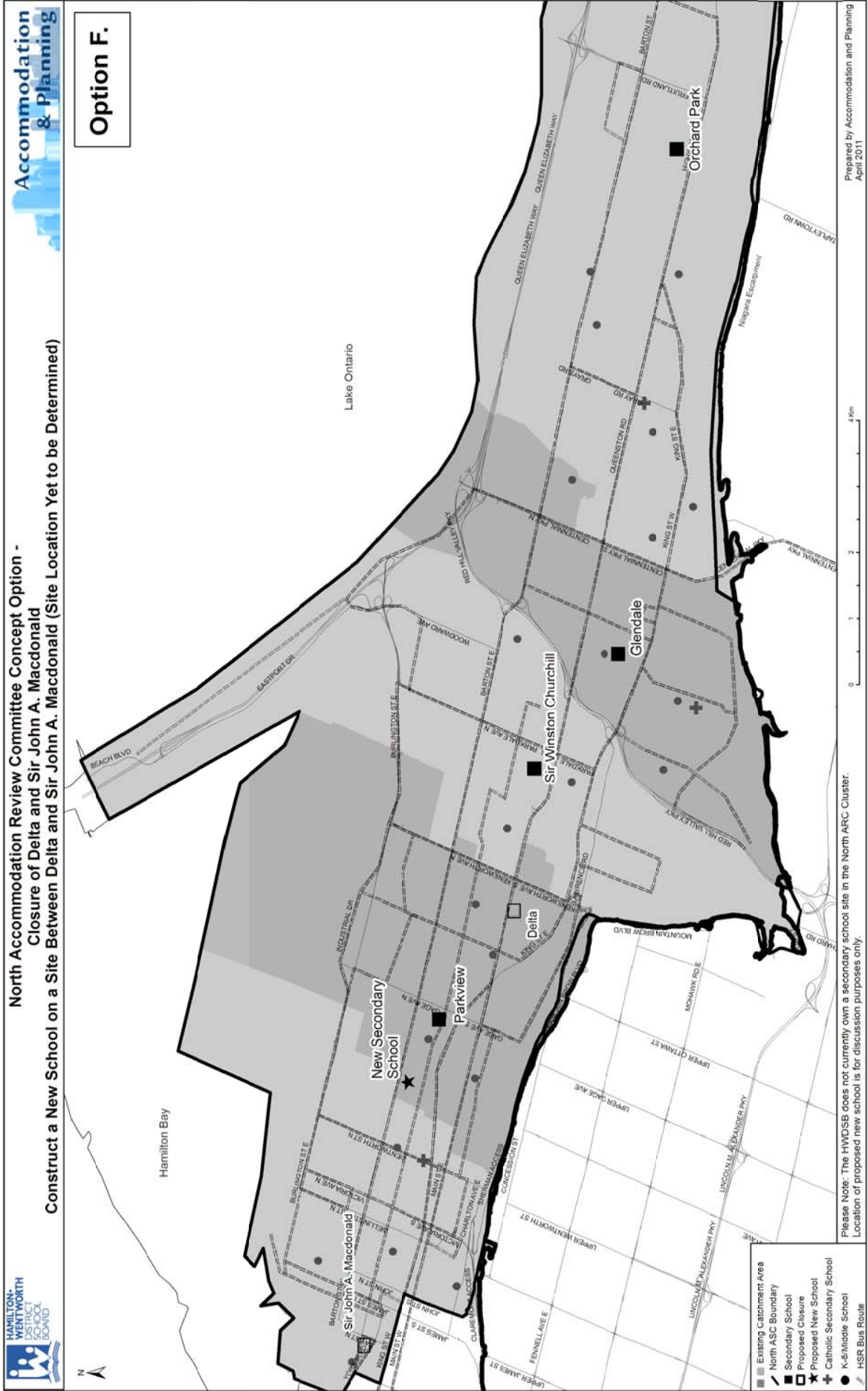




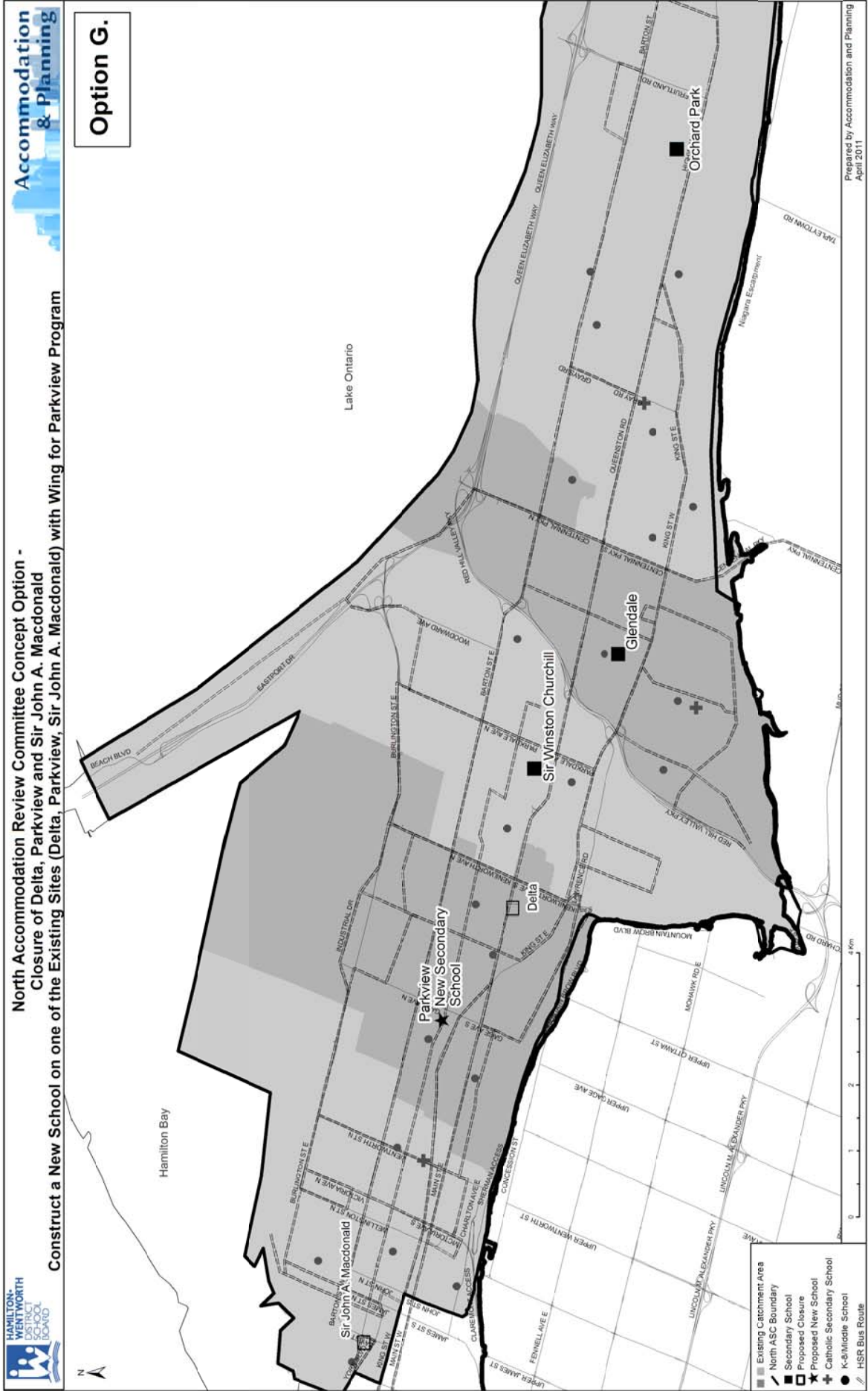




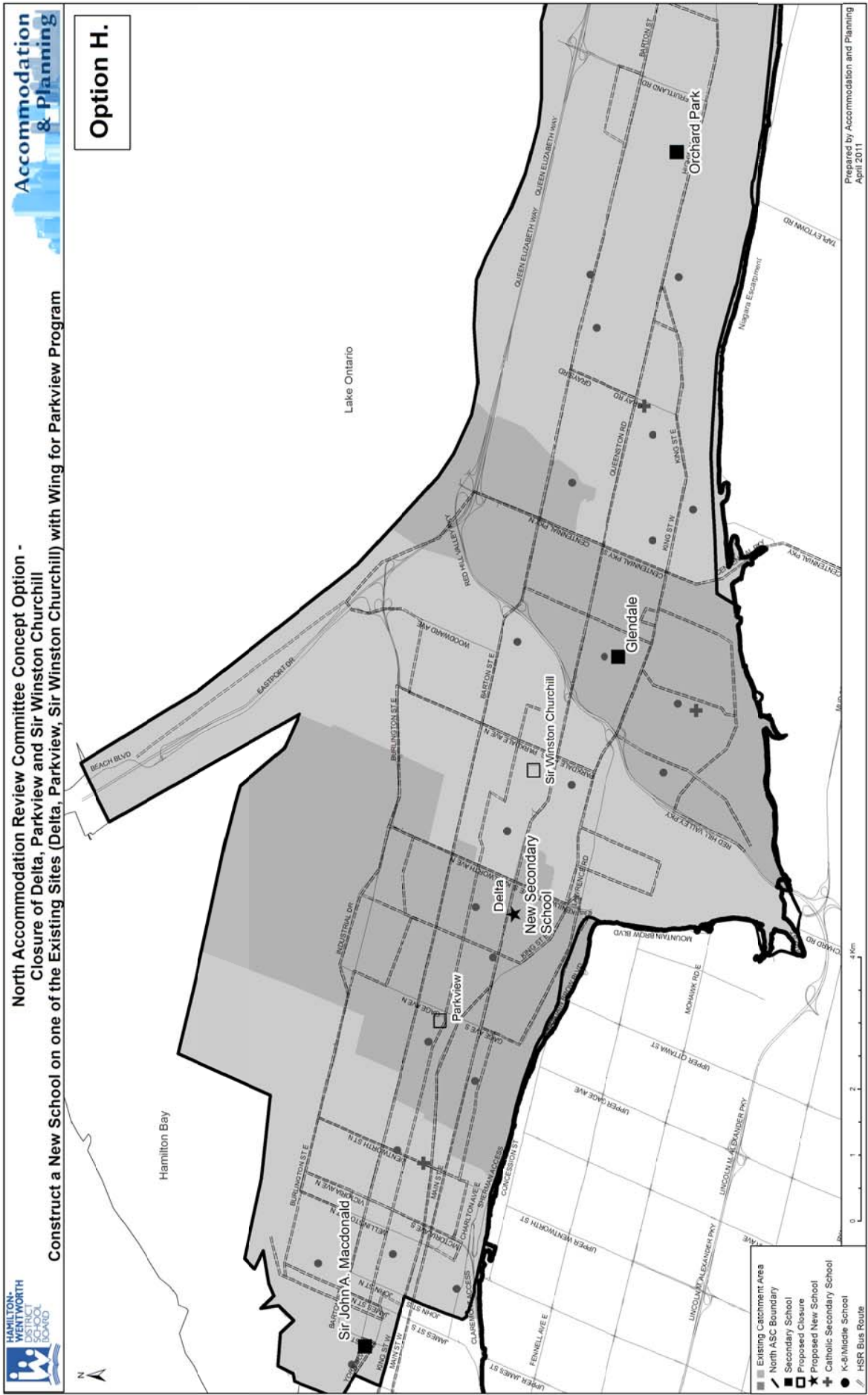




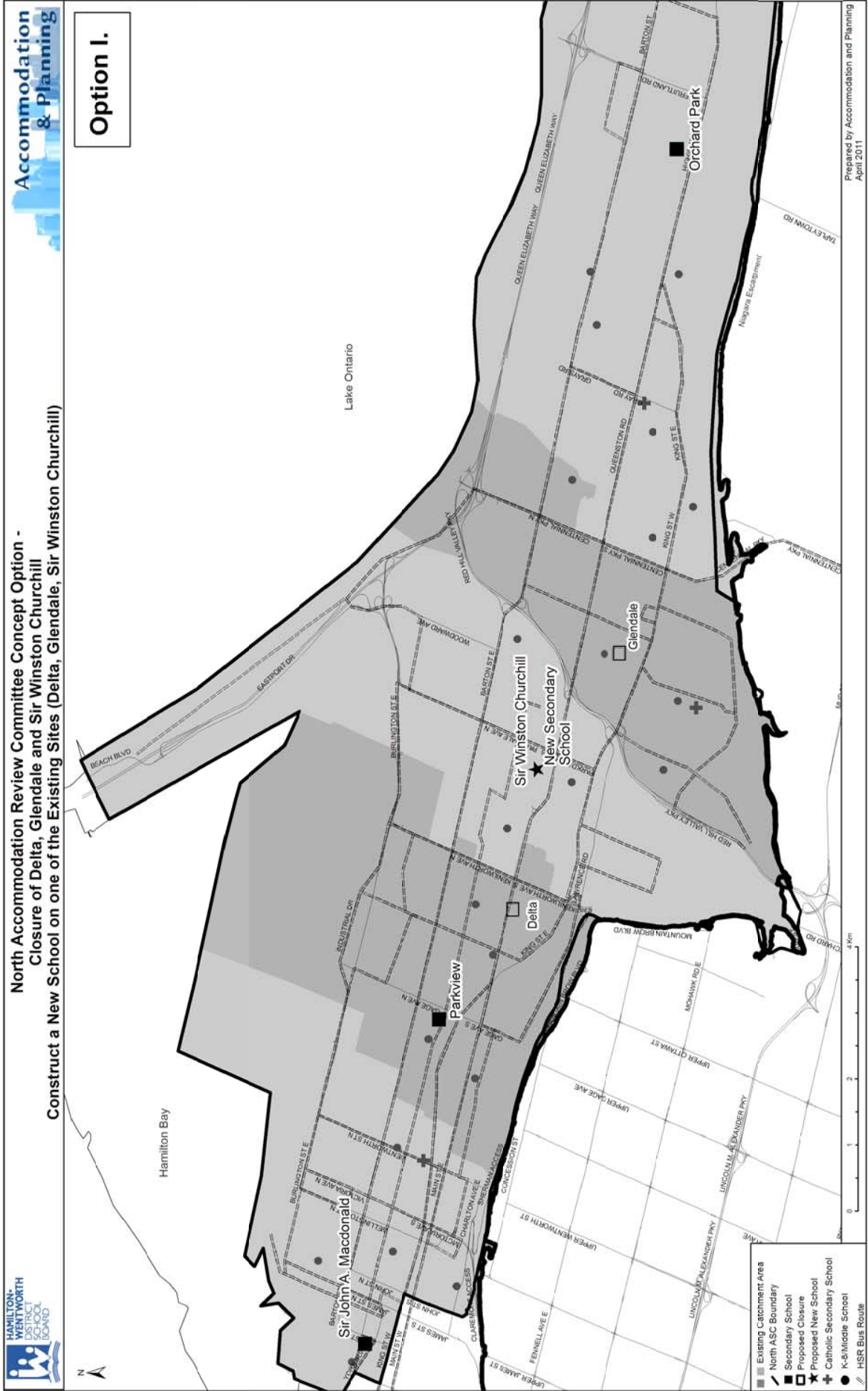






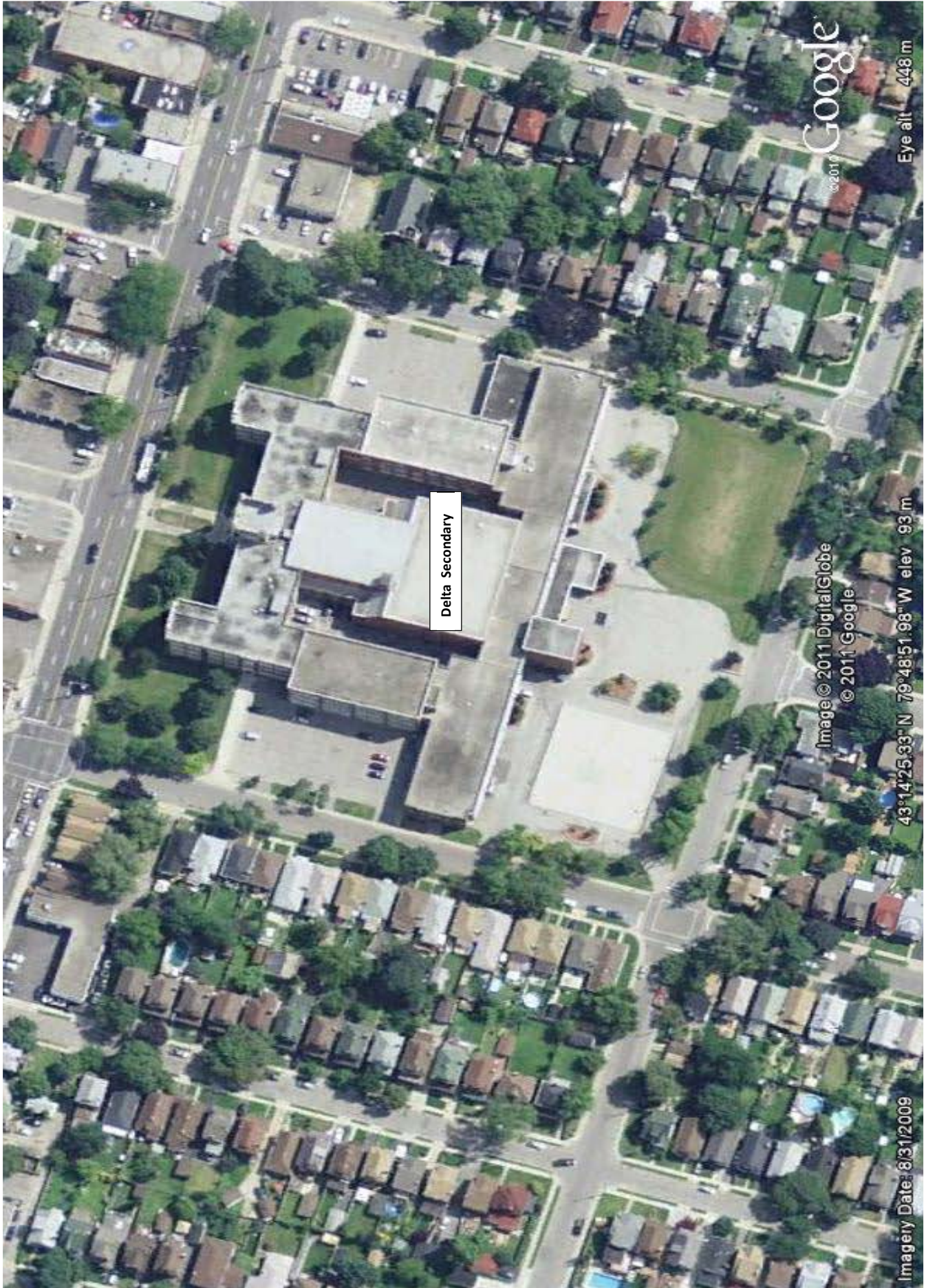






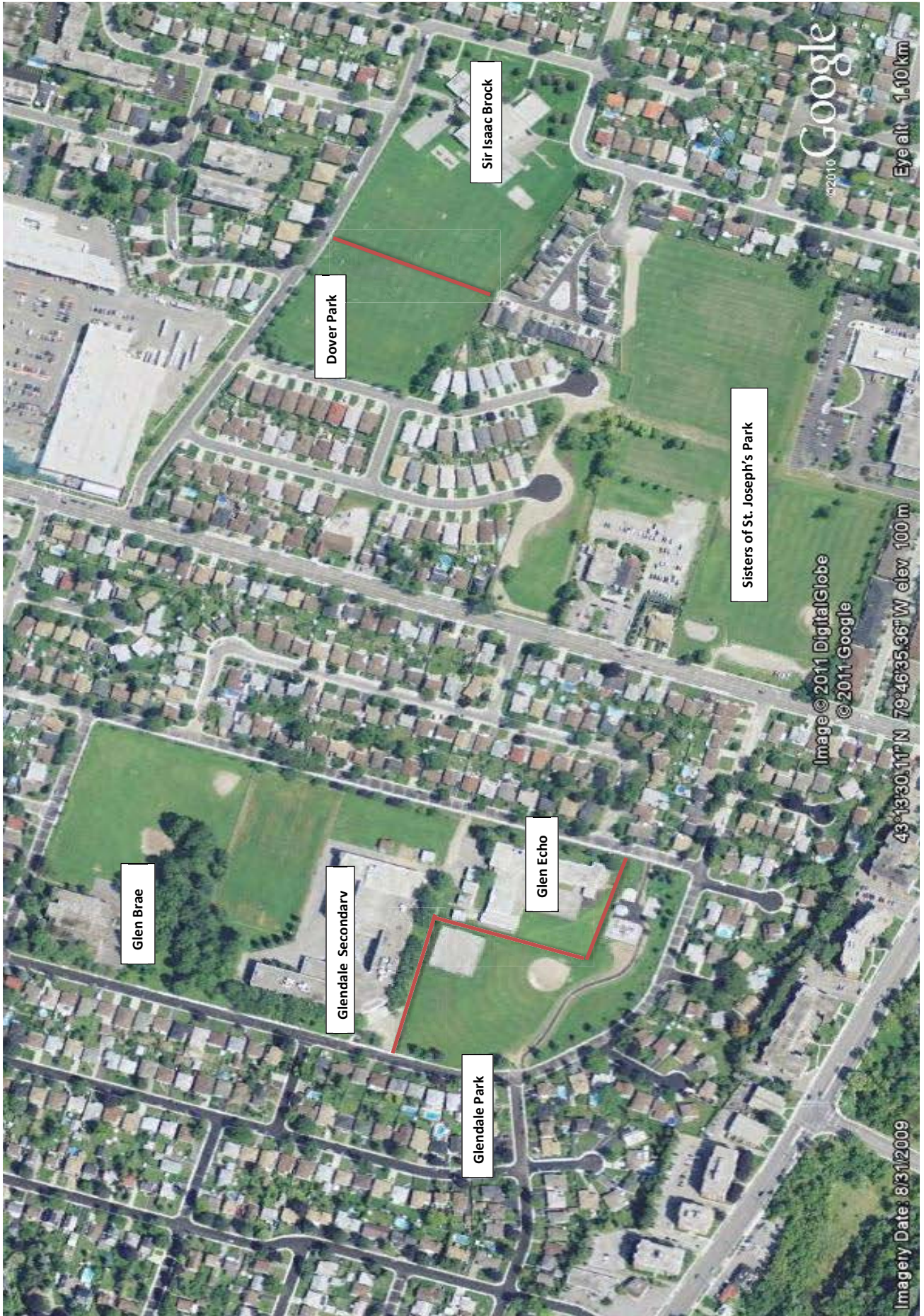


Delta Secondary – 1284 Main St. E., Hamilton



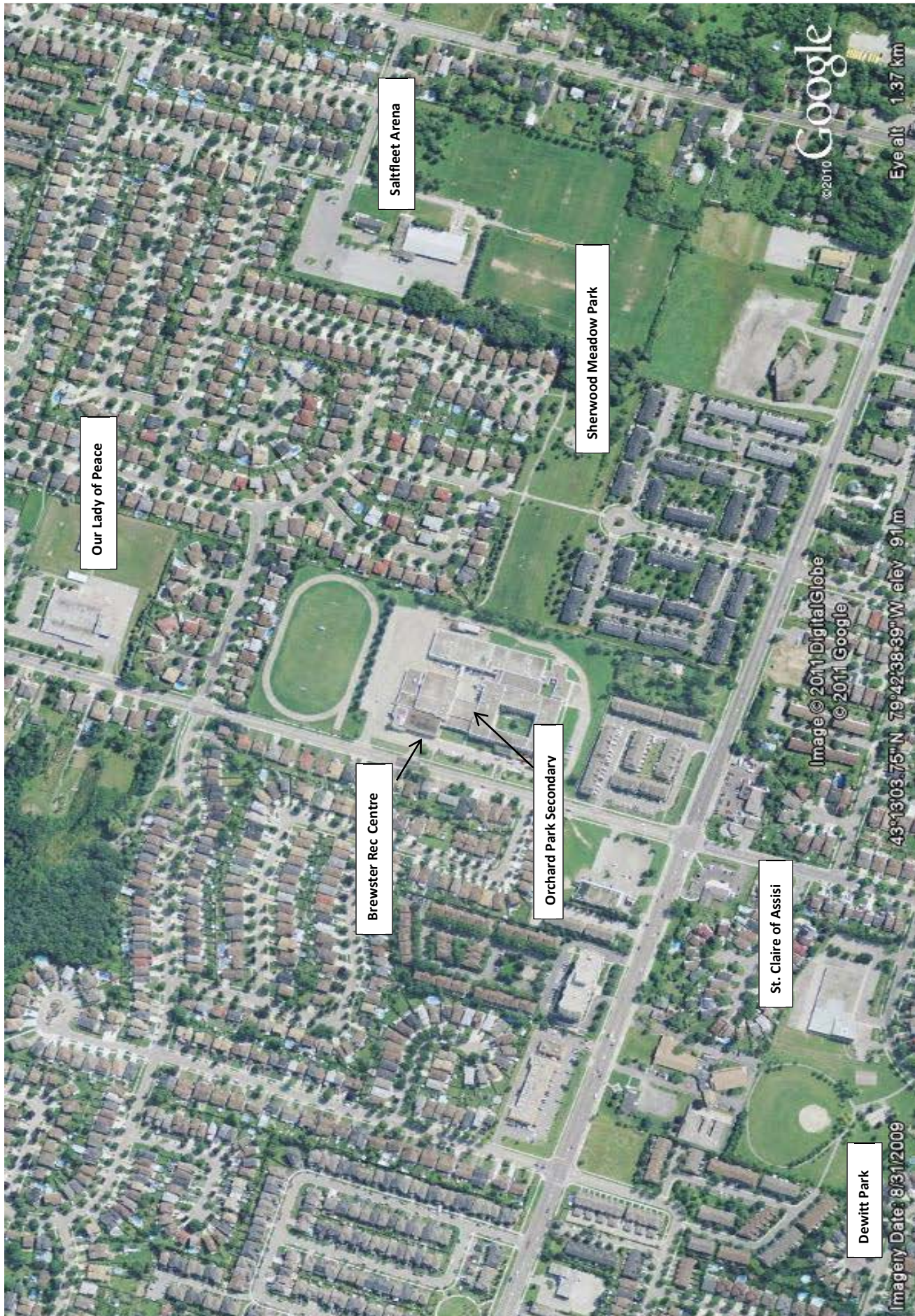


Glendale Secondary – 145 Rainbow Drive, Hamilton





Orchard Park Secondary – 200 DeWitt Road, Stoney Creek



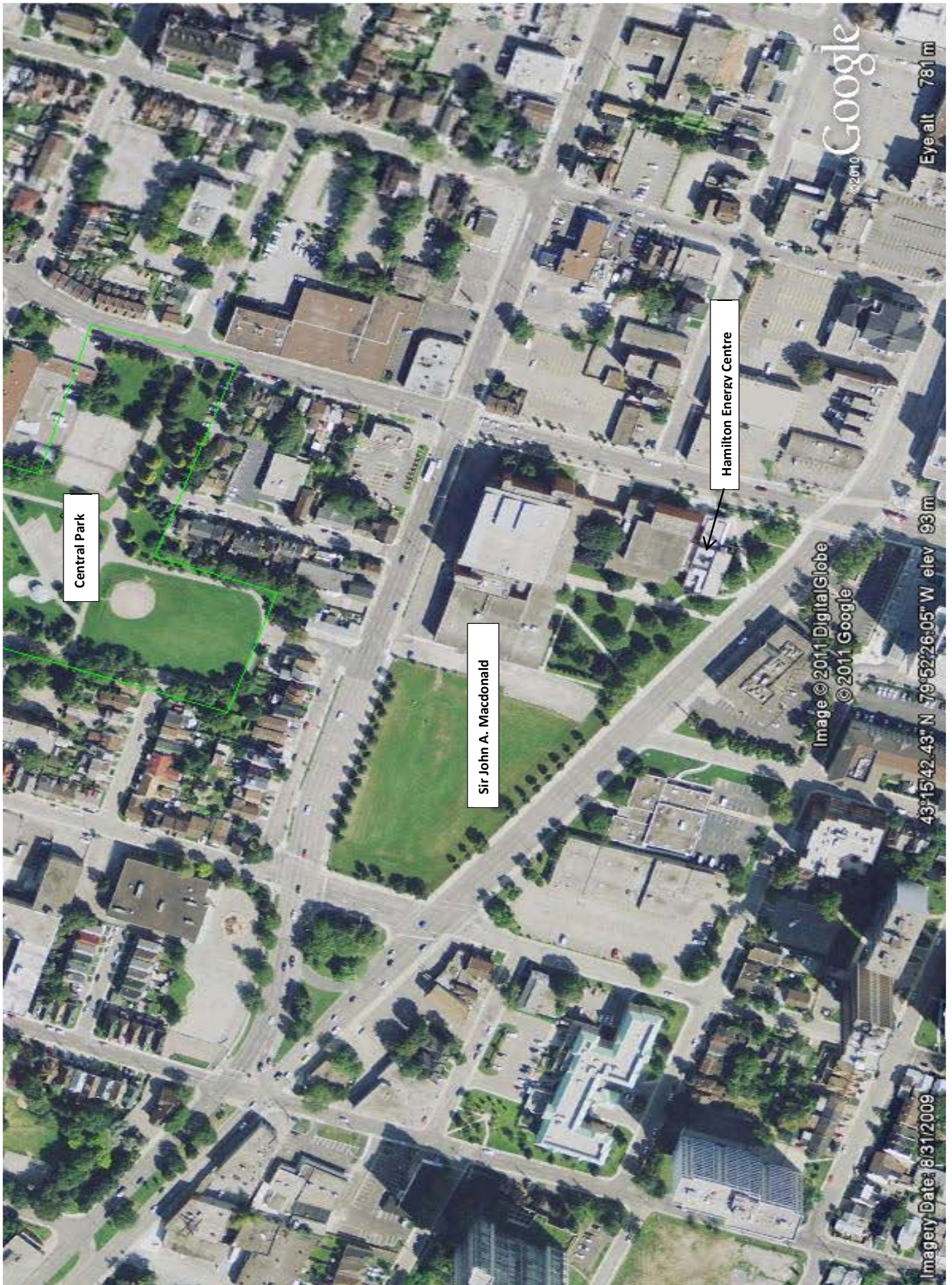


Parkview School – 60 Balsam Ave. N., Hamilton





Sir John A. Macdonald – 130 York Boulevard, Hamilton





Sir Winston Churchill – 1715 Main Street East, Hamilton





# **Learning for All: HWDSB Program Strategy Presentation**

## **PART 1 – Program Strategy and Inclusive Education:**

### **GUIDING QUESTION FOR DISCUSSION:**

In this inclusive model where all students attend their local school, what supports and strategies need to be considered in the school and community to address:

Question: re definition of local school

### **ACADEMIC NEEDS**

- Academic programs/and others/reflected in every cluster eg., DECA
- No “elitism” like Westdale – perceived
- Not “specialization” – a different name
- Parkview – relocated or keep as an option
- Need computers, global resources
- 21<sup>st</sup> Century Fluencies resources – need to be available and teachers ready to teach/support students
- Connection to core subjects ie., sport focus courses
- Continuing supports and enhancing them
- Alignment of neighbourhood time schedules
- Providing academic programs for students who would not attend a traditional 8 to 3 program day
- Does every school have an ESL? At least an ESL in one school per cluster, but each school will have ESL support. If need was great enough, could be in more than one school
- Tie to academic courses with focus course ie., hockey no academic
- How do we allocate supports such as EAs?
- Need to have equal access in all 3 clusters
- Need to avoid perception of “elite” school

### **SAFETY FOR ALL STUDENTS**

- Safe place – transition school
- Awareness of closing schools and feelings toward next school
- Parental engagement into new schools
- \*these are the most important – program can be delivered anywhere
- Need for parent/family centres available after school or a ELL resource centre available to support parents



- Restorative Justice
- Teenage mothers – support so we can engage in education and pathways
- Safe places for all students to avoid bullying
- Monitoring EAs ie., Restorative Justice
- Crossover from elementary to secondary transition
- Review of equitable resources for at risk/special ed schools
- How do we match student needs to staff approach/philosophy?
- Perception is that “vocational teachers” are more empathetic
- How do we establish a sense of community when students feel their community has been closed?

## **SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS**

- \*these are the most important – program can be delivered anywhere
- Natural partnerships between students – peer mentoring, coaching
- Student leaders to assist and nurture
- Supports
- How to bring empathetic teachers to each school
- A strong transition plan for students is important – what does it look like?
- Continually from grade 8
- Full time social workers
- Support for staff – visiting transition school
- Engage parents to school life
- Maybe more support in North ARC to do social, economic disparity
- Inclusive programming
- Crossover from elementary to secondary transition
- Review of equitable resources for at risk/special ed students
- More guidance and social workers
- More support ie., for autistic students ie., snoozlen room
- Offsite programs that are partnered with high school – student is still included
- Talking with partners in how to transition to other schools
- Social, emotional and mental health needs – education of schools that receive students from closed schools
- Have teachers from receiving schools visit schools ie., Parkview, to be educated to programs and students that they will be receiving
- Still need something creative and innovative to capture students who are not attending school at the moment (this can also fit under topic 1)
- How to reach parents to re-engage students in schools ie., like Focus 4 Family
- Innovative ways to maybe bringing parents into school



- Transition from grade 7/8 learned all skills available but no more supports for them, how can we track them to make them successful programs like Step and Trade Up (this point could also fall under topic 1)
- Parkview provides nutritional breakfast at no charge, how do we include this so there is no stigma placed on have not students.
- More community supports, food and clothing closets need to be enhanced and provide no stigma
- Peer supports – how do we utilize the vast potential of students in supporting other students?
- Do we invest in professional support staff, ie., EAs, CYWs?

### **STUDENTS CHOOSING TO ATTEND PROGRAMS IN OTHER SCHOOLS**

- Plan to redefine “role of teacher” – purposeful staffing; promoting, patience, caring adult
- Transition plan
- What is a “boundary move?” or boundary review? – how does that look like?
- Will there be a “comp” class in all secondary schools?
- Will Tier 3/life skill programs be available in all secondary schools?
- Will the “same” Parkview programs be available for students in all secondary schools moving forward with the closures?
- \*\*Lots of discussion re: building a new school to service SJAM/Delta and Parkview
- Keep specialized courses in community OOC
- Alignment of schedules and timelines
- Transportation expense – student or board
- Catchment and boundaries to make programs successful
- Not over capacity at schools
- No fees for necessary programs, but maybe fees attached to specialized programs, but do not want to exclude any student presenting a have and have not situation
- What is the transportation plan?
- Will transportation be provided if the program isn’t available in the “home” school?

Question from the table:

Program Strategy has been introduced to the North ARC committee – but what does it look like in our schools? What does the Program Strategy look like in schools?



# **Learning for All: HWDSB Program Strategy Presentation**

## **PART 2: Program Mapping**

### **GUIDING QUESTIONS FOR DISCUSSION:**

#### **1. How does the program map presented align with the guiding parameters?**

- How is the program strategy going to help more students not fall through the cracks?
- Will the program strategy save more students so that they don't feel left behind?
- Will we have more teachers? Admin?
- Will the money be there to support the movement of programs from A to B to C?
- If a school closes in 2013 will the cosmo program be ready two months later when it moves schools?
- Why advance planning is not at Orchard Park?

#### **2. What clarifying questions do you need answered in order to help you develop your ARC recommendations regarding schools and programs?**

- Other community presentations
- When and where will the opportunity be to start dialogue about their recommendation, how will they start, who will help them with recording, etc.,?
- Is there a strategy to hear student voice in terms of what programs and support should be in the program strategy?
- Yes; in planning stages
- Three schools are already over 115%, one school at 92% where will student actually go?
- More alignment with community partners and resources
- What will boundaries look like?
- What would the transitions plan look like for a student from: a) Parkview, b) Delta?
- Need a strong transition plan to ensure programs are ready and available
- What will physically be ready in September 2013?
- Can we change our times to close buildings to 2013/2014 to 2014/2015?
- How can we capture "school voice" from students to understand what their needs are as part of their transition plan?



- Do we have data to show the input of the Programs of Choice/SHSMs drawing students from other school districts? Catholic?

Question:

- a) How do we prevent schools from specializing to the point of being exclusive?
- b) Why can't "specialized programs" be offered at all/more schools?

Answer:

- a) Ensure we offer a solid foundation of program at all schools
- b) Some programs, although there is interest, need students with the same interest from other schools to create a viable program

Question:

Perception of some Programs of Choice being available only in more affluent (ie., West) areas...why is this?

Answer:

The Board is looking to address this; reference made to "New Programs Initiated" column of handout; in some cases, a teacher's interest and expertise has lead to a specialized program.

Question:

Does the concept of mixability groupings mean not having eg., Academic is Applied?

Answer:

No; student needs can be met by such methods as modified curriculum expectations or integration in eg., open level programs.



April 26, 2011

Dear Members of the North Accommodation Review Committee,

During the April 14, 2011 meeting of the Glen Brae Middle School Council, we were informed of the recommendation that a French Immersion program be introduced at Glendale High School in 2012.

As parents of children who will be directly impacted by this change, we have significant concerns. Our primary concern is that there will be inadequate French Immersion enrolment at Glendale to sustain a high quality program.

To consider these issues, we are requesting data relating to historical student enrolment and student enrolment projections for French Immersion in all schools in the Hamilton Wentworth School District. The three data sets we would like are:

1. French Immersion Projected Enrolment (2011 – 2021) for all French Immersion Schools
2. French Immersion Enrolment, SK – 12 (2006 -2011) for all French Immersion Schools
3. French Immersion Enrolment at Sherwood (5 years, up to and including the year it closed)

Thank you for your help.

Terri-Jo Taylor, Tonya Golini, Dianne Levnaic, Virginia Paul, BJ Kay, Heather Drake, Carla Patriquin, Lydia Goshgarian, Kim Arnott, and Mimi Fox of the Glen Brae Middle School Council



**North Accommodation Review Committee (ARC)  
Public Meeting**

**May 24, 2011  
6:30 pm**

**Glendale Secondary School Auditorium**

**AGENDA**

- 1. Welcome and Introductions**
- 2. Opening Remarks**
- 3. Presentations**
  - 3.1 Brief Overview of the Accommodation Review Process**
  - 3.2 Summary of Information Presented to the North ARC**
  - 3.3 Update on the work of the committee**
- 4. Questions/comments from the public**



## Draft Proposal for a System School for Students of Promise<sup>1</sup> for the HWDSB North Cluster ARC

### Foreword

The HWDSB North Cluster ARC appreciates much in the HWDSB documents: *Our Strategic Directions 2009-2013*, *Learning for All: HWDSB Program Strategy*, *Annual Operating Plan 2010-2011*, *Schools of the Future*, *Education in HWDSB*, and *Connecting with 21<sup>st</sup> Century Fluencies - Leadership and Learning*. The committee has taken advantage of opportunities throughout the ARC process thus far to raise matters of concern and to envision a quite extraordinary role for the HWDSB in the forefront of educational innovation in North America, particularly with respect to students of promise.

### **“No more cookie-cutter schools” indeed!**

- We affirm that rationalizing our educational institutions ought not simply to be an exercise in applying financial formulae to pupil placements.
  - We affirm that students are not uniform widgets on an assembly line.
  - We affirm that gaps between educational theory and pedagogical experience must be addressed in the interests of student achievement, engagement, and equity.
  - We also affirm that education is not primarily a matter of management.
1. Members of Senior Management at the HWDSB rightly emphasize the goal of “all students learning”<sup>2</sup> and appropriately welcome – both orally and on paper – “student voice” and “student needs” as drivers of programming.<sup>3</sup> Through the North cluster ARC process so far, however, student (and parent/EA/teacher/administrator) voice concerning students who would rather drop out of secondary school than be consigned to large composite schools has received little response apart from platitudinous dismissal and ideologically-driven dogmatic claims about inclusive education.
  2. Given the increasing number of students of promise in our community, the diversity of factors comprising their specific circumstances and challenges, breakthrough diagnostic and remedial techniques, interested community-based organizations eager to participate in assisting the HWDSB in its mandate to serve students of promise, and the tacit

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<sup>1</sup> “Students of promise” is an epithet referenced in *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth* from American Youth Policy Forum. The phrase highlights the potential of students whose success in conventional education has been compromised for any of a number of reasons. Sept.-Oct. 2011 statistics on these students will have to be updated for ARC consideration. Clear profiles will also have to be developed. Parkview staff members are working on this now.

<sup>2</sup> HWDSB Program Strategy

<sup>3</sup> Education in HWDSB, p.8 and repeated asseverations of Superintendent Joshua at April 12 North ARC working meeting.



knowledge and first-hand insight embodied in students, their parents and guardians, and the professional staff of the HWDSB, it is integral to the vision of, and incumbent upon, the North Cluster Accommodation Review Committee to propose a System School that "...is about knowing our students [of promise], and meeting their abilities with the right level of support"<sup>4</sup> outside of the cookie cutter model of large, composite schools.

### Considering the fundamental alternatives:

1. According to parents, guardians, administrators, teachers, E.A.s, other support staff, and students themselves, the recommendation of HWDSB Senior Management to provide students of promise with special programming (Selected and Targeted Interventions)<sup>5</sup> within composite secondary schools is sub-optimal for, among other factors, it threatens to revive the pain of marginalization and ostracism these students have experienced in their prior special assignments within elementary and middle schools. Such proximal segregation undermines for adolescents their need to belong and to be eligible to participate fully in the many activities a secondary school offers. It amounts to an illusion of inclusion. Research finds that overt and covert bullying colour such students' experiences in mainstream school, despite reputed benefits of integration.<sup>6</sup> Suffering social alienation and frequent exclusion or outright failure in competitive arenas, many integrated students of promise would feel disenfranchised and precluded from taking advantage of opportunities that could otherwise constitute their best memories of high school. We know from many of these students themselves that they would rather drop out of school than suffer the ignominy of being accommodated among their institutionally and socially privileged peers<sup>7</sup> or endure the daily stress of hypervigilance the threat of bullying engenders. For students of promise, a composite school is an environment often hostile to well-being and positive self-regard. As well, many students of promise suffer perceptual complications due to ASDs, FASDs, acquired brain injury, and/or mental illness. A composite school can be a cacophonous environment.<sup>8</sup> An inclusive elective classroom with a large number of other students can be disconcerting in itself for students of promise.
2. It might be difficult for administrators, managers, and trustees to understand the psychological and perceptual experiences at play here, because the majority of

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<sup>4</sup> Education in HWDSB, p. 8

<sup>5</sup> Learning for All: HWDSB Program Strategy (2011)

<sup>6</sup> "[P]articipants reported being bullied at some time, with this being described as both overt and covert in nature" *Integration versus Segregation: the experiences of a group of disabled students moving from mainstream school into special needs further education* (Victoria Pitt and M. Curtin, 2004).

<sup>7</sup> "Comparisons with similar ability peers are thought to be protective of self-esteem, while negative social comparisons with non-disabled peers are considered to be psychologically threatening" (G. Cooney, A. Jahoda, A. Gumley & F. Kootz, 2006).

<sup>8</sup> "...the preference for routine, predictability and low sensory stimulation expressed by individuals with ASDs is at odds with the noisy, bustling and chaotic environments of secondary mainstream schools" (Humphrey & Lewis, 2008; Moore, 2007; Wing, 2007).



them have flourished in mainstream education. When we listen to the voices of students of promise, however, the aversion they feel at the prospect of integration within composite schools comes through indisputably, and no amount of special accommodation or adaptive programming can compensate for these educationally significant psycho-perceptual-social dynamics. Research supports student observations that whatever stigma they might suffer outside of school for their perceived differences from the social mainstream, this does not cease within integrated settings.<sup>9</sup>

3. By way of contrast, a secondary school designed to accommodate 300 students of promise who share distinctive profile elements, and who would rather not attend a composite school, would provide them with a safe, shared secondary school experience. Opportunities to participate in programming related to diverse arts, practical skills training, cognitive-ability-specific literacy and numeracy education, social-emotional meta-awareness and self-regulation techniques, numerous extra-curricular activities, and regular engagement with local agencies and businesses whose expertise and other resources would provide support and pathways for students throughout their secondary school careers and beyond, are the sorts of occasions and services a System School for students of promise such as we propose would provide. Centrally located in a single building, the school would serve as a convenient hub for partners from the greater community to participate in the education and specialized support of students of promise. As more students find success and genuine esteem in the new System School, word will spread and fewer young people will slip through the normative cracks in our district.
4. It is important to understand the pragmatic aspects of program planning with particular attention to sought-after curricular outcomes for students of promise. There can easily arise a gap between what managers are convinced by, *in abstracto*, on paper, and the actual exigencies of education for these students. A helpful model of learning propounded by Goldstein and Mather is the “Building Blocks Model of Learning.”<sup>10</sup> The basic idea is that learners proceed from foundational through symbolic to conceptual understanding of given information. Foundational learning requires social-emotional self-regulation and healthy self-esteem. Proceeding with respect to literacy, for example, symbolic learning requires phonology, orthography, and fine motor skills. Finally, conceptual learning entails thinking with language, images, and strategies. Without a basis of mastery in foundational learning, consequent symbolic and conceptual learning cannot be consolidated; the progressive learning hierarchy is subverted from the outset. Many students of promise approach secondary school with low self-

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<sup>9</sup> “Participants from mainstream school and special school reported similar experiences of stigmatized treatment beyond school. However the mainstream participants indicated that they were also treated in a stigmatized fashion at school, primarily by their non-disabled peers” *Young people with intellectual disabilities attending mainstream and segregated schooling: perceived stigma, social comparison and future aspirations* (G. Cooney, A. Jahoda, A. Gumley & F. Kootz, 2006).

<sup>10</sup> Reported from *Practical Strategies for Students with Learning Disabilities and ADHD* – a workshop at Trillium Demonstration School, by Dan Birkenberg 2010-2011 school year.



esteem, social-emotional deficits, heightened needs for differentiated instruction, attention challenges, and personal experiences of trauma, failure, being misunderstood, being judged, and being dismissed. To attempt to create for students of promise an inviting context for learning requires a specialized facility. This will be a symbolic and practical move by the HWDSB to express interest in and support of students of promise.

5. It would be fallacious to describe such a school of choice as ‘segregation,’ for enrolment would be a free determination of students, parents/guardians, and administrators collaboratively deciding whether placement in the System School for students of promise would be best. Voluntary participation in the programs offered will bolster students’ sense of efficacy and self-determination. Intrinsic motivation, not extrinsic coercion, is key to all optimal student engagement, particularly that of students of promise.
6. Beyond the number of students of promise currently enrolled in the HWDSB and according to the census of 2006, 17% of youth 15 to 19 years of age within the Hamilton area were not involved in formal education of any sort.<sup>11</sup> Innovative educational experiments alongside evidence-based best practices that attract and assist learners in the new System School for students of promise would be applicable to alternative settings to which educationally-disengaged youth might be drawn.
7. Fear of litigation has prompted school districts in the U.S.A. to provide accommodations for students of promise in composite schools under the auspices of inclusion. This is neither the best motive for integrating students of promise, nor has it been proven to be effective in terms of outcomes. We have been unsuccessful in our search for compelling research on the favourable side of the question of inclusion within composite schools as it pertains to the sort of students of promise who presently attend Parkview and Mountain Secondary Schools. There are no other public secondary schools in North America of which we are aware that reflect the same student profiles as Parkview or Mountain.<sup>12</sup> We ought

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<sup>11</sup> ‘Some key features of the youth population in Hamilton are:

- 17% of young people 15 – 19 years old did not attend school in 2005.
- 45% of young people 20 – 24 years old did not attend school in 2005.
- Young men were more likely to not attend school than young women.

These measures of academic achievement are a matter of concern for educators and indicate an area for improvement for Hamilton.’ (Social Planning and Research Council of Hamilton: Seeking Better Outcomes for Youth in Hamilton, January 2011, p.13).

<sup>12</sup> The history of Parkview Secondary School is difficult to trace along policy lines. A clear vision has not led it to its present state. Throughout the North Cluster ARC process, discussion of Parkview’s fate has varied in its nomenclature, no doubt because Parkview has served as a boys’ only school, a co-educational vocational school, a community school, a System School, and as a site for special education programming. Over the years its function has metamorphosed into the *de facto* special education school that it is. As staff have come and gone, they have adapted to the varying profiles new cohorts of students present. Over the past three years, a unifying effort to calibrate programming for the students who attend has had some success. But there is far to go, and the vision required to see the way where others have not gone before is coalescing among numerous members of the HWDSB community and Greater Hamilton.



to respect the opportunity facing us to implement an innovative System School for just these types of students rather than blithely sending them into environments unprepared to receive them in a fully inclusive way. Without a proven cultural and educational revaluation within the HWDSB and beyond, the ideal of fully inclusive, cookie-cutter composite secondary schools remains an aspirational goal, the premature implementation of which will amount to callous disregard of student voice and the loss of a tremendous opportunity to host and support the education of students of promise by recognizing and facilitating their aspirations.

8. When one knows that an institution exists to develop one's strengths, to foster one's abilities and interests, and to provide opportunities to enter spheres not otherwise accessible, does one not feel welcome there and indeed inclined to feel good about being there? This is the sort of 'inclusion' afforded students who attend Westmount Secondary School. Why ought not the HWDSB to offer similar service and respect to our students of promise at the other end of the spectrum?

### **Elaboration vis-à-vis ARC Terms of Reference**

#### **Accommodation**

1. The proposed facility would consolidate the student cohorts who otherwise would enrol in Mountain Secondary School and Parkview Secondary School. It will also accommodate students of promise entering the secondary level from feeder schools and from other secondary schools throughout the district. The number of eligible students will exceed capacity and thus meet the target of 100% utilization for a future ten-year period.
2. Given the identifications assigned to many students of promise and the diverse programming suggested for this school, it might be advisable for the HWDSB to request a re-evaluation of the ratio of classroom space to student numbers in planning to accommodate this innovative System School for students of promise.
3. Parents, guardians, HWDSB staff, and students themselves will together determine the appropriateness of placement at this school for specific programming. Staff will feel privileged to have the opportunity to work with students of promise in the new System School, and it is hoped that students and their parents/guardians will consider it a great opportunity for students of promise to attend. Students and parents will have the option of enrolling in a composite secondary school if they think the new System School for students of promise will not meet their needs.
4. For a number of students, the proposed System School will function as a Transition School, i.e., it will serve as an environment for students to develop their social-emotional self-awareness and self-regulation, to learn secondary school routines such as personalized time-tables and the responsibility that



pertains to secondary school freedoms (in contrast to their erstwhile more restrictive experience in special middle school programs), to learn life skills, and to remediate social, practical, and academic learning lost to adverse circumstances. Further, the relative small size of the new school conduces to its being a safe environment for students with anxiety disorders such as social phobia.

5. Periodic review of individual student progress will occasion consideration of a move to one of the composite secondary schools. This might involve part-time placement in a composite school so that the student can take advantage of specific programming unavailable at the System School. Conversely, a student in a composite school might attend the new System School on a part-time basis to remediate one or more facets of schooling.
6. Transitions direct from the new school to workplace, apprenticeship, and other post-secondary pathways will also be supported.
7. As a System School, the proposed facility will serve as an experimental venue for an extended school day and an extended school year. A more flexible schedule will make possible greater remedial efforts and mitigate the hiatus of summer vacation which some students find to be an occasion more for forgetting than consolidating learning.
8. Like Trillium, the new System School for students of promise will test various approaches to education in its many aspects and serve as a centre for research.
9. It is further recommended that the building for this school include a community centre. The new System School will thereby invite greater community familiarity and involvement. For some families and individuals, the community centre will serve as an alternative threshold to secondary level education. In this respect, the new school's operation (and attendant costs) will benefit from the increased use of its facilities by other agencies. Some of these agencies could be program partners with the HWDSB, contributing to the multifaceted offerings at the school, e.g.: the Industry Education Council, C.O.R.E. (Community Organizations Reaching Everyone), Mohawk College: iDeaWorks and Access, McMaster University, and the John Howard Society. Alternatively, a location close to an extant community centre will serve students of promise and their families.
10. Enrolment levels are an important consideration of the HWDSB in maintaining and enhancing public education in the district. The proposed System School for students of promise will provide parents, guardians, and students a unique opportunity to see their strengths addressed in a specialized environment that exists to serve them. Many erstwhile early leavers will find an educational home at the proposed System School.



## Facility Condition

1. The proposed school will require “permanent accommodation” per the language of the ARC Terms of Reference, i.e., it will require a “bricks and mortar” structure.
2. It is suggested that the current location of Parkview Secondary School (60 Balsam Avenue North), together with the adjacent King George School building site, would be an excellent location for the new System School. Together, the buildings, if renovated, could accommodate many different programs, including a community centre. The two buildings are currently connected by a hallway.
3. Informal consultation with HWDSB personnel has indicated that the structure of Parkview Secondary School is sound. Replacement windows are the greatest obvious need for improvement of the facility. In turn, this renovation will elevate the image of the HWDSB in the inner city as an organization that respects and appreciates the important role a System School for students of promise can play.
4. The City of Hamilton’s plans for sports-related development in the Parkview neighbourhood suggest that a local school will be able to take advantage of some of these facilities and develop a mutually-advantageous relationship with the city.
5. To locate the proposed System School for innovative practice in addressing the needs of students of promise near a prominent downtown development (including the renovation of Ivor Wynne Stadium), will mean to connect the HWDSB with a centre of attraction in the Golden Horseshoe. The new System School will be on the map functionally and geographically. The symbolism and the practicality of the new school’s location are both important considerations.
6. A second possible location to renovate for the new System School for students of promise is the Delta Secondary School building. The building and its grounds could be modified to accommodate a greenhouse; parts of the building could be demolished, some of its shops could be updated, the theatre would be a great asset for the performing arts program, and the formula for space-to-students could be reassessed to reflect the identified student clientele. The building is an historic landmark with fundamental ties to education in Hamilton. Again, the symbolic value of such an investment ought to be given due consideration. As the HWDSB building at Main St. and Bay St. is surplus, some staff could be relocated to the Delta Secondary School site as well. This would serve to foster familiarity between our students of promise population and those persons responsible to support them at the system level.
7. A possible location for new construction of this System School is nearby the North Hamilton Community Health Centre. A LEED platinum standard building would be a showpiece for the HWDSB in its desire to reflect the values of the coming century (sustainability, efficiency, alternative energy, recycling, etc.) and



would pair aesthetically and ethically with the new NHCHC facility. Connections with health and social services for students and their families would be expedited by proximity to the NHCHC.

8. A second possible location for new construction of this System School for students of promise is the current site of Siemens on Myler Street. Siemens has a history of philanthropic beneficence in Hamilton. With this plant closing, the corporation might be willing to contribute significantly, as a legacy project, to clearing the land and making it available at nominal cost for construction of a new LEED platinum standard building. [For more information or to arrange an interview, please contact DL Leslie, Director, Media Relations [dl.leslie@siemens.com](mailto:dl.leslie@siemens.com)]

## **Program**

1. As suggested above, the proposed North Cluster System School would set a new standard in North America for assessing, addressing, and developing the many untapped strengths of students of promise. The program will entail both proven strategies and experimental approaches to life skills development, social-emotional meta-awareness and self-regulation (e.g.: mindfulness-based stress reduction, self-compassion, yoga, etc.), curriculum-related differentiated instruction (e.g.: role play, virtual environments, kinaesthetic, visual-spatial, hands-on, problem-based, and solution-focused learning), proven and new assistive technologies, and creative, responsive, and relevant assessment and evaluation. Many aspects of the program will develop along with links to community agencies (see partnerships, below) according to a flexible schedule (daily and calendrical). Evidence-based research, both quantitative and qualitative, will inform best practices as the new System School develops over the coming years.
2. Similar to the principles underlying SHSM programs, the approach to be taken in the proposed System School for students of promise will integrate academic and skilled disciplines (theory and practice) across the curriculum. Students will be encouraged to see connections between reading and calculation on the one hand, and working practically on the other. Student exit strategies into the world of meaningful work will entail a priority on skills development; academic instruction will serve the literacy and numeracy needs of the hands-on shops. Certification will be the principle means of acknowledging student progress.
3. With a focus on practical skills and student of promise exit plans, the new System School will include a strong co-op and entrepreneurship program.<sup>13</sup> Numerous placements able and willing to accommodate students of promise have already

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<sup>13</sup> See Appendix I for figures on the economic upside to our proposed entrepreneurship partnership with McMaster University.



been established with the HWDSB.<sup>14</sup> Spring – Summer – Autumn on-farm organic permaculture programming is another important offering to provide students. Several local farmers are willing to participate in such a venture.

4. Information gleaned from current and developing imaging technology reflected in new understandings of neuroplasticity<sup>15</sup> and the neurobiology of genetic, environmental, and interpersonal interactions<sup>16</sup> offers new insights into how human minds develop and how neural connections can be created, nurtured, or left to atrophy. Working together with experts in these fields, the HWDSB can pioneer collaborative studies of students of promise with a view to discovering diverse functional patterns in their minds and developing approaches to education best adapted to these varieties of mental experience. The proposed System School will be a centre for such innovative work.
5. The proposed System School for students of promise will incorporate introductory Vocational training and Student Success initiatives such as student re-engagement, improving attendance, reducing bullying, ensuring equity, providing group instruction for enhancing self-esteem, problem solving, socialization, and transitioning into the composite secondary school setting and beyond.
6. The proposed System School for students of promise will incorporate several of the HWDSB Alternative Education programs, including Supervised Alternative Learning (SAL), Crestwood/Phoenix Alternative Learning, NGage, Strengthening Hamilton Aboriginal Education (SHAE), etc. Incorporating these alternatives will allow for seamless transitioning between programs so that students of promise can meet their full potential. Students of promise will be integrated into the program that best meets their social-emotional, psychological, intellectual, individual, and cultural needs. Some of these programs (i.e.: NGage and SHAE) will continue to be satellite programs due to the resources available at their current sites that satisfy specific programming needs; however, they would fall under the umbrella of the System School for students of promise. An integral part of the ethos of the new System School will be a restorative justice program.
7. The proposed System School for students of promise will incorporate the Drive to Success initiative begun at Parkview and adopted at Mountain.
8. The proposed System School for students of promise will also incorporate the Nya:Weh program for aboriginal culture and support.<sup>17</sup> Aboriginal youth have the highest drop-out rates of young people in Canada. At Parkview, the Nya-Weh program has enhanced many students' pride in their ancestry and contributed to

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<sup>14</sup> Students of promise generally require placements where employers understand the variables entailed. Parkview and Mountain staff have established connections with numerous such co-op placements.

<sup>15</sup> This refers to observations that changing one's mental states changes one's brain. See, for example, Mind and Life Institute publications, such as *Healing Emotions* (Goleman, ed., 1997) and *Destructive Emotions* (Goleman, ed., 2003).

<sup>16</sup> See, for example, Daniel Siegel, *The Mindful Brain* (2007), and *The Neurobiology of We* (2010).

<sup>17</sup> See Appendix II for summary on the Nya:Weh program.



- the inclusive community students and staff enjoy there. Support from the Métis Women's Circle will continue in the new System School.
9. Arts programming in the new System School will be as important as skills training: drama, music, dance, sculpture, and painting and drawing will be important parts of the program.
  10. Skills training in the new System School will include cosmetology, budgeting and shopping, culinary arts,<sup>18</sup> urban agriculture, home repairs, sewing, basic auto mechanics, and introductory design & manufacturing.
  11. The new System School will not offer any Specialist High Skills Majors. It will, however, offer introductory level instruction in several SHSM areas. Students who meet with success in these programs can later transition into SHSMs at composite schools, or move directly from the System School into the workplace or new programs developed at Mohawk College designed specifically for students from the System School.
  12. Physical activity is an integral element of wellness. The proposed System School for students of promise will offer a range of fitness and sports programs.
  13. Academic programming in the new System School will focus upon literacy, numeracy, and creativity, linked across the other program curricula.
  14. There is evidence that the Wilson© program for phonics-based word attack helps many students learn to pronounce text accurately. It does not work for all students who have difficulties deciphering text. As the HWDSB has implemented it so far, it does not address deficits in comprehension. These are promising areas for System School experimentation with complementary approaches to literacy.
  15. The registered charitable organization JUMP Math offers many students the opportunity to understand mathematics in ways that engage their imaginations with reference to concrete situations. There are numerous other ways to connect basic mathematics with everyday life. At the proposed System School, math instruction will be coordinated fluidly with arts and skills training. As patterns of instruction prove useful, they will inform best practices.
  16. Many students of promise lack experience outside their local neighbourhoods. The new System School will coordinate opportunities for trips within and without the city of Hamilton. These trips will complement programming within the school.
  17. Nature Deficit Disorder will also be addressed with a focused outdoor education program.

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<sup>18</sup> See Appendix III for guidelines on Nutritional Life Education



## Transportation

1. If the new System School for students of promise is located in the North Cluster, it ought to be on or close to a public transit route. It is understood that many circumstances that contribute to student of promise status are related to low Socio-Economic Status. We know from the Hamilton Spectator *Code Red* series and from the SPRC report of January 2011 that Hamilton's lowest SES neighbourhoods are located in the North Cluster.<sup>19</sup> Many students for whom the new System School would be most appropriate would be attending their *de facto* community school. For example, more than one-half of current Parkview students walk to school. It is important to note that, although many students at Parkview have low SES, the programming appropriate for them is geared to their particular strengths and deficits, not their SES. Various social-emotional, psychological, perceptual, and intellectual challenges, including remediable gaps in learning, unite these students in their efforts to succeed at Parkview.

## Funding

1. The HWDSB might seek additional provincial funding to support this proposed System School. Its experimental dimension makes it similar to a Provincial School, like Trillium. The HWDSB can allocate personnel to source and direct funding (e.g. SEA funds) to ensure that students enjoy the best assistive technology available. Another priority is funding to support teacher and E.A. training in proven approaches, new technologies, and student strengths.
2. Provided the Provincial funding formula is applied accurately to this proposed school, there ought to be sufficient funding available as it is anticipated that the need for such a school is considerable. Its size relative to the number of students of promise in the district (300 : >300) indicates likely 100% utilization.
3. In the case of Parkview Secondary School, close to 100% of the students enrolled have individual education plans (I.E.P.s); well over 90% of them have identifications.<sup>20</sup> If funding designated for identified students is directed to the proposed System School where identified students of promise will attend, there ought to be sufficient monies to support appropriate assistive technology and differentiated instruction.
4. The Hamilton Roundtable for Poverty Reduction, the Industry Education Council, Mohawk College, McMaster University, C.O.R.E., the North Hamilton Community Health Centre, Public Health, the Canadian Mental Health Association, the YMCA, Immigration, Aboriginal organizations, and the City of Hamilton will be interested in participating in this initiative, providing financial

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<sup>19</sup> "The marginalized youth population is heavily concentrated in the central lower city" (SPRC, p. 16).

<sup>20</sup> The remaining 10% might have been identified in another district, in which case their identification has not accompanied them to the HWDSB; others might be awaiting an I.P.R.C.



support along with other resources, such as expertise, personnel, and good will.<sup>21</sup> The HWDSB will need to allocate personnel to the task of maintaining and developing working relationships with these and other community organizations.

5. It seems important to note that the recommendation of Senior Management would require that the services of the proposed System School for students of promise be replicated in every composite school. The associated costs in time, increased resources, teacher training, and associated funding required by the HWDSB itself, its staff, and its community partners would amount to far more than the costs associated with the System School.

### **Quality Teaching and Learning Environments**

1. As a System School for students of promise, the proposed facility ought to have close ties to Senior Management at the HWDSB. In the interest of their knowing the students and removing any appearance of a disconnection between the HWDSB and the new school, it is recommended that one or two superintendents of education and system principals have offices on the premises. 21<sup>st</sup> century telecommunications remove the need for placement of management in a 'headquarters' building. On site administration and senior management will manifest respect and familiarity throughout the HWDSB hierarchy. This is a possibility to consider in relation to all schools.
2. Shops (construction, home repair, painting, drywall, kitchen, bakery, cosmetology, greenhouse, sewing, automotive, design/manufacturing, and environmental/outdoor education) ought to be state-of-the-art. The greenhouse ought to be integrated with the structure in such a way as to invite students and staff to enjoy its ambiance while also affording space to develop a horticulture and urban agriculture program.
3. There ought to be a gymnasium and outdoor space suitable for sport and other fitness activities. An integrated community centre with a pool for student use would be a great asset.
4. There ought to be a health suite, including space for visiting practitioners (public health nurses, dental hygienists, nutritionists, social workers, neurology researchers, students from Mohawk and McMaster: Social Services Workers, Child and Youth Workers, Nursing students, Social Work students, Psychology students).

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<sup>21</sup> The Atlantic Centre for Policy Research, University of New Brunswick, Policy Brief: "Outcome-Based Model for Evaluating Programs For Children At Risk" (J. Douglas Willms, Elizabeth A. Sloat, University of New Brunswick, 1998) outlines 17 outcome-based evaluation criteria for cost-effective assessment by community agencies supporting at-risk student remediation. Contact Sandy Harris (506) 447-3178 for information about the project described in the policy brief.



5. The arts program requires practice spaces, studio spaces, display spaces, and performance spaces.
6. Classrooms ought to have natural lighting, effective window blinds, sound-absorbent materials and design, dimmable lights (l.e.d.), comfortable seating, display areas, lockable storage space, ergonomic work spaces conducive to alternative configurations (independent and group work), and high quality computer work stations with good quality monitors and headsets with microphones. Each classroom ought to have a scanner, a printer, an L.E.D. projector, a digital camera, a good sound system, and an interactive system, such as a Mimio or Smartboard.
7. Metacognition and Self-regulation, enhanced through Yoga, Mindfulness, and Compassion affirmations, require classroom space with muffled acoustics and dimmable lighting.
8. A Co-op/Career Centre ought to accommodate multiple online users for certifications and instruction. It ought also to be suitable for presentations by community agencies and employers. Entrepreneurial initiatives, supported by McMaster business mentors, will be an enhancement to the co-op program as it presently operates at Parkview.
9. The proposed System School for students of promise ought to have a comfortable, inviting School Library Information Centre (SLIC). It ought to have variable discreet areas for group interactions as well as areas for browsing resources (online and off), dimmable lighting, natural light conducive to growing plants, plenty of display space, lockable storage, and an open circulation area.
10. The foyer ought to accommodate portable displays for meet & greet events and be a welcoming space for people entering the building. Display spaces for student and staff work will conduce to the sense of community in the new System School.
11. The cafeteria ought to be integrated with the kitchens, bake shop, and greenhouse. Free breakfasts and lunches for all students – without discrimination based on SES – will be prepared by classes with locally-sourced (where possible) nutritious ingredients.
12. The high correlation between low SES and student of promise status means that many students attending the proposed System School will benefit from supports like a ‘walk-in closet,’ laundry facilities, showers, and hygiene supplies.
13. There ought also to be a spacious, inviting nursery to accommodate infants and toddlers while their parents attend classes. Facilities for changing and feeding ought to be available as well.



## Partnerships

1. The list of potential partners is extensive. Currently Parkview Secondary School enjoys numerous connections with community organizations and businesses. They provide financial, in kind, and personnel support for students of promise at Parkview. It is expected that they and others will be happy to support the proposed new System School for students of promise.

## Equity

1. The basis of this proposal is the on-going quest for equity for students of promise in the HWDSB.
2. In terms of physical plant, a new building would have to comply with all regulations for accessibility.
3. If existing buildings are refurbished to accommodate this proposed System School, then they would have to be brought up to code in all respects, including accessibility, e.g., if the Delta Secondary School building were renovated, an elevator would have to be installed, perhaps in one of the existing stairwells.
4. Beyond physical access, location along a public transit route would obtain in any of the four proposed situations: Parkview-King George, Delta, adjacent to the North Hamilton Community Health Centre, and the north Hamilton Siemens site.
5. The program environment aspect of equity is the decisive factor in this proposal. The trustees need to ask themselves whether the HWDSB ought to offer the least advantaged student members of our learning communities the opportunity to find themselves in a nurturing, highly-adaptive, innovative centre for learning. These features can all the better be offered in a stand-alone facility, supported by agencies and institutions within the greater Hamilton community. Young people eligible to attend this System School for students of promise will be proud to belong to it and will reap the positive memories and tangible benefits it affords them throughout their lives. Seizing this opportunity at a time when budgets are tight and we know our current education system is failing the increasing number of students of promise among us, will elevate the HWDSB in the regard of its constituents and further afield.



# Appendices

## Appendix I:

### **Economic Stimulus Resulting from Entrepreneurial Skills Development Program through System School for Students of Promise.**

(Modified from Rachel Cameron, 03, 2011)

Using the Ministry of Education Statistics on students with disabilities and the Hamilton Poverty Matrix:

- The number of children 0-14 is 93,895 of 483,150 people, and represents 19% of the Hamilton population.
- 13% (5% to 20%) have a disability = 12,206 disabilities.
- Half of all Ontario students identified as exceptional had learning disabilities; for Hamilton this = 6,103.
- Assuming equal numbers per year,  $6,103 \div 14$ , there are an estimated 436 children per year with learning disabilities.
- Parkview has 275 secondary school students or 69 for each of grades 9, 10, 11, and 12.
- 69 students per year are registered at Parkview on exit with ODSP for a total of 275 every 4 years and 550 every 8 years.
- $275 \times \$900$  monthly ODSP allowance =  $\$247,500/\text{month} \times 12 \text{ months} = \$2,970,000$  expenditure over 4 years.
- Setting up combinations of these 200 youth in small businesses (e.g., car wash, dishwashers, skilled service industries, kitchens) to earn minimum wage at  $\$10.75/\text{hr.}$  =  $\$403/\text{per person/per week}$  and =  $\$20,962/\text{per person/per year} \times 200 \text{ youth}$  or =  $\$4,192,448$ .
- While these 200 youth every 4 years would be registered as independents, below the taxable income, they could contribute to Unemployment Insurance and the Canada Pension Plan and spend  $\$4,192,448$  or  $\$1\text{million}$  per year in the local economy.
- In combination as small businesses, they could offer much-needed services at lower than the competitions' prices.



- The difference between a cost of \$2,970,000 over 4 years to earnings of \$4,192,448 over 4 years = \$7,162,448 or \$1,790,612 per year of economic stimulus by these individuals, and even more if arranged as small businesses.

*References:*

*Ontario Human Rights Commission. Education and Disability: Human Rights Issues in Ontario's Education System. July 2006. [http://www.ohrc.on.ca/en/resources/discussion\\_consultation/Education](http://www.ohrc.on.ca/en/resources/discussion_consultation/Education).*

*Hamilton Poverty Matrix. Developed in partnership with Social Planning & Research Council of Hamilton and City of Hamilton Public Health & Community Services Department. August 2001. <http://www.hamiltonpoverty.ca/docs/Poverty%20Matrix.pdf>.*



## Appendix II:



### Native Youth Advancement With Education Hamilton

**Parkview Secondary School**  
**Prepared by: Jordan Carrier**  
**Aboriginal Youth Advisor**

**Mission Statement:** The Native Youth Advancement With Education Hamilton (NYA:WEH) primary focus provides a culturally-based support program for Aboriginal youth in Secondary Schools in the Hamilton area.

Amalgamating the two streams of education, Western and Traditional, is integral to the success of Aboriginal youth in mainstream society. Both education systems are necessary assets for the advancement of healthy individuals, communities, and nations.

**Culture:** Many Aboriginal youth grow up with little or no exposure to their ancestral roots. NYA:WEH guides students as they learn to incorporate traditional values and beliefs into their lives. Aboriginal youth can make their way through the mainstream education system as they “walk in two worlds,” the world of their native heritage and that of mainstream society.

Cultural support is a critical need within the school system for Aboriginal children and youth to succeed. The NYA:WEH program provides a culturally-oriented learning environment that assists Aboriginal youth in learning and continuing the ways of our ancestors.

Some believe the dearth of traditional beliefs and values in formal education contributes significantly to the increase in the unhealthy practices of Aboriginal youth (e.g.: drugs, violence, dropping out of school, etc.).

**Areas of service:** The NYA WEH Program is directed to assist and support status, non-status, Métis, and Inuit students in secondary education institutions in the Hamilton area.

### **Services available at Parkview:**

- Alternative and culturally sensitive resource room
- Academic Assistance
- Access to tutors and peer support
- Social and personal consultation
- Student Advocacy
- Computer access
- After school homework program



- School supplies provided (pens, paper, pencils, and binders)
- Teachings from Elders and Traditional Teachers
- Outings to culturally specific destination
- Social
- Team Building Activities and Outings

### **Facts and Statistics about Aboriginal Peoples**

According to the 2006 Census (Statistics Canada, 2006), Canada has more than a million people of Aboriginal ancestry, about 4% of the Canadian population profile.

This is projected to increase by 405,200 over the next 16 years to 1,471,700 by 2017. This means that the annual increase (1.8%) is more than double the rate projected for the total population of Canada. (0.7)

Ontario is seeing a marked increase in off-reserve Aboriginal peoples.

According to Statistics Canada's Aboriginal Peoples Survey (2006), 242,290 Aboriginal people live in Ontario.

From 1996 to 2001, that number grew by 33%, compared to a 6% growth in the province's overall population.

The majority live (78%) off reserve in Ontario (Statistics Canada, 2006).

### **Multigenerational Trauma**

- Although Aboriginal people account for 2.8% of the Canadian population, they represent 18% of the federally incarcerated population (Annual Report of the Office of the Correctional Investigator 2005-2006).
- The overall incarceration rate for Aboriginals is 1,024 per 100,000 adults, while for non-Aboriginals it is 117 per 100,000 (roughly one-tenth the Aboriginal rate) (Annual Report of the Office of the Correctional Investigator 2005-2006).
- A study of young offenders appearing in provincial court indicated that nearly 50% had prenatal exposure to alcohol (Zakreski, D. (March 10, 1998) Foetal Alcohol Syndrome Linked to Crime. Saskatoon Star Phoenix).
- Approximately one in six Aboriginals in custody were suspected or confirmed to have had Foetal Alcohol Spectrum Disorder and more than eight out of every ten Aboriginal youth in custody were suspected (24%), or confirmed (57%), to have a substance abuse problem (One Day Snapshot of Aboriginal Youth In Custody, Phase I, 2002).
- 30-40% of children "in care" are Aboriginal (Child Welfare League of Canada, Children in Care in Canada: A Summary of Current issues and trends with recommendations for Future Research, Manning-Farris, Cheryl and Zandstra, Marietta).
- There are 22,500 Aboriginal children "in care" across Canada (Child Welfare League of Canada, Children in Care in Canada: A Summary of Current issues and



rends with recommendations for Future Research, Manning-Farris, Cheryl and Zandstra, Marietta).

- As recently as February 2007, the Grand Chief of the Assembly of First Nations raised that number to 27,000 (National Chief responds to Minister Prentice's dismissal of the First Nations Child Welfare Crisis, February 8, 2007, <http://www.afn.ca/article.asp?id=3316> ).

## **Child Poverty**

- Since 1995, poverty rates in Ontario have increased by 6.3% while decreasing in the rest of Canada by 11.1%.
- 20% of children in the general Canadian population live in poverty. This is the second highest rate of child poverty in the developed world.
- 52.1% of Aboriginal children are poor.
- 12% of Aboriginal families are headed by single mothers.
- 40% of Aboriginal mothers earn less than \$12,000 per year.
- 47.2% of the Ontario Aboriginal population survives on less than \$10,000 per year.

From: *Urban Aboriginal Child Poverty: A Status Report on Aboriginal Children and Their Families in Ontario, OFIFC, 2000.*

- Poverty leads to poorer health status in children, particularly in the many Aboriginal communities (including urban) where health care is limited or unavailable. Health effects associated with child poverty include: Iron deficiency, anaemia, inadequate dental care, chronic ear infections, learning disabilities, poor school performance, and increased suicide rates (Urban Aboriginal Child Poverty: A Status Report on Aboriginal Children and their Families in Ontario, OFIFC, 2000).
- Over 20% of urban Aboriginal children in Ontario experience hunger (Child Hunger and Food Insecurity Among Urban Aboriginal Families, OFIFC, 2003).
- Mainstream studies suggest that families of hungry children are 13 times more likely to be on social assistance and 4 times more likely to be Aboriginal (Urban Aboriginal Child Poverty: A Status Report on Aboriginal Children and Their Families in Ontario, OFIFC, 2000).

## **FASD**

- The world incidence rate of FASD is 1.9 per 1000; in some Aboriginal communities, there have been documented rates as high as 190 per 1000 (Paediatric Child Health, 2002).
- An estimated 68% of people affected with FASD will come into conflict with the law (Undue Trials, Justice Issues Facing Aboriginal Children and Youth, OFIFC, 2004).
- It is estimated "...roughly 50% of the youth we see in court have some form of FASD" (Foetal Alcohol Spectrum Disorders and the Justice System, 2004).



- “A leading researcher in the field [of FASD], asserts that every native child adopted in the last two decades has suffered from alcohol damage *in utero*, and that this fact – rather than alienation from white society – is at the root of their difficulties in life.” (Foetal Alcohol Spectrum Disorders and the Justice System, 2004).

## Education

- Fewer than 50% of Aboriginal youth finish high school (Literacy as a Barrier to Employment, OFIFC, 2005; Juristat, Canadian Centre for Justice Studies, Statistics Canada, Vol. 26, no.3, 2006).
- 38% of youth in special education programmes were bullied compared to 18% for other students (Overview of OFIFC Programmes – Youth Issues and Involvement, 2005).
- Persons affected with FASD experience disrupted school experiences at a rate of 68% (FAS World, 2005).

The OFIFC’s 2005 report entitled “Literacy as a Barrier to Employment: A Literature Review and Discussion Paper Addressing the Literacy Needs of Aboriginal People in Ontario” reports:

- One study showed that children living in a high risk community who were provided with literacy skills training were significantly less likely to become involved in crime than those who had not received training;
- Self-reported levels of education for Aboriginal inmates showed that 65% had less than a grade 10 education.
- Recidivism rates were 50% lower for inmates who had received literacy interventions while incarcerated than those who had not received training.

## Children’s Mental Health

In 2000, the OFIFC undertook a child poverty study in which 100% of respondents identified psychological effects of poverty:

- Low self-esteem, depression, anger, self-doubt, intimidation, frustration, feelings of being overwhelmed, shame, and hopelessness (Urban Aboriginal Child Poverty: A Status Report on Aboriginal Children and Their Families in Ontario, OFIFC, 2000).
- Evidence of a mental disorder has been found in 81% to 95% of Aboriginal suicide victims (Undue Trials, Justice Issues Facing Aboriginal Children and Youth, OFIFC, 2004).
- Aboriginal suicide rates for youth between the ages of 15 to 24 years are 5-8 times higher than the non-Aboriginal population and in some communities this rate is higher (A Statistical Profile of the Health of First Nations in Canada,



2003). In 2000, the OFIFC undertook a child poverty study in which 100% of respondents identified psychological effects of poverty. Some of these effects are: Low self-esteem, depression, anger, self-doubt, intimidation, frustration, feelings of being overwhelmed, shame, and hopelessness (Urban Aboriginal Child Poverty: A Status Report on Aboriginal Children and Their Families in Ontario, OFIFC, 2000).

- Evidence of a mental disorder has been found in 81 to 95% of Aboriginal suicide victims (Undue Trials, Justice Issues Facing Aboriginal Children and Youth, OFIFC, 2004).

## **Employment**

Aboriginal peoples' unemployment rate is 19.1% versus 7.4% for the non-Aboriginal population (Fact Sheet on Members of Designated Groups, Human Resources and Social Development Canada, 2001).

“Just under half of all Aboriginal youth did not work in the year 2000 (46%) and of those who did work, 9% were employed full time for the entire year of 2000 while 45% worked part time” (www.youth.gc.ca, Statistics Canada, 2001).

“While favourable developments have taken place in recent years in the labour market for youth, not completing high school, or not achieving a given threshold in terms of skills, places youth at a serious disadvantage in an economy that demands a more highly-skilled workforce. Aboriginal youth, who are among the fastest growing segments of the youth population in Canada, face especially serious challenges. (www.youth.gc.ca, Statistics Canada, 2001).



## **Appendix III:**

### **Nutritional Life Education**

Learning about food and nutrition should be as practically involving an experience as possible at all ages. Food presents people with everyday decisions to make and problems to solve. Students need to develop the knowledge, skills, and practical capability to meet their nutritional needs, and those of their families. Food is an excellent vector for applying mathematics, literacy, aesthetics, health, and life skills.

Students ought to become critical consumers, understanding food products in order to make informed decisions.

The proposed System School for students of promise will make provision for students to grow, harvest, source, preserve, prepare, and eat nutritional whole foods and to learn basic cooking skills through dedicated lessons in food preparation techniques, diet and nutrition, hygiene, safety, and prudent food shopping.

Good quality food education makes a tangible improvement to the quality of students' lives.



## THE PROFILE OF THE PARKVIEW STUDENT OF TODAY IS THE PROFILE OF THE NEW SYSTEM SCHOOL STUDENT OF PROMISE

Parkview students are diverse. They come from all areas of Hamilton with various backgrounds and assorted prior classroom settings. Parkview students are *exceptional* as this term defines pupils whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that they are considered to need placement in special education programs. At Parkview, 275 students comprise 275 levels of ability and 275 unique learning styles.

### **Classroom Backgrounds**

The majority of Parkview students come from *self-contained* classrooms. These are environments defined by structure and routine, greatly modified programming to meet individual student needs, continuity and consistency of teaching staff and teaching style, limited interpersonal interactions with peers, and life skills programming to assist with adaptive functioning needs. This type of environment was the primary support for their learning through their middle school years and earlier.

Consequently, the moment they enter secondary school they will face challenges new to them but not to most, for example: finding their name on homeroom lists, finding their homeroom class, reading and understanding a timetable, finding their classes, adapting to multiple teachers, teaching styles, classroom expectations, and classroom peers, navigating significantly reduced structure and routine, and even managing the “simple” demands of eating lunch: Where does one eat? This becomes a source of great anxiety for students who come from special classes. The cafeteria means standing in line with mostly older strangers, ordering food confidently, paying the correct amount, finding a “safe” seat, and coping with the bustle of an unstructured lunchroom environment. Finding an alternative usually means eating in isolation. To mitigate such difficulties, a smooth transition for new Grade 9 students coming from Elementary special classes is imperative. Students need to experience success from the moment they enter the doors of Secondary School.



## **Transition to Parkview / New System School**

All students are to be provided the same transition planning and supports:

- Initial individual profiles are formulated while students are still in grade 8 through I.P.R.C.s and Springtime academic assessment by staff to ensure effective program planning for grade 9
- School tours and the opportunity for grade 8 students to experience a “day in the life” of a student of promise
- Summer “Step” program and pre-September orientation day to familiarize students and their parents/guardians with grade 9 curriculum, timetables, teachers, classrooms, and school layout
- Attachment to a “Caring Adult,” who provides the student with a familiar staff member whose knowledge of the student’s needs can provide social, emotional, and behavioural support as needed
- E.A.s and other support staff involvement in at least 3 of 4 grade nine classes
- Purposeful timetabling
- Year-long core courses, providing continuity, consistency, and mastery of expectations
- Relationships are developed, early in the year, with Community Agencies with whom students may be involved, to ensure a Team approach in assisting with students’ unique needs
- Ongoing review and support from Guidance, Resource, Nya:Weh program, classroom teachers, caring adults and community agencies to assist students in all areas of need to ensure transition to secondary setting remains successful
- Encouragement of collaboration among students, parents, teachers, and other school staff

The smaller proposed System School environment will allow for greater personal engagement between transitioning students and all staff members.



## **Exceptionalities**

Parkview student exceptionalities comprise most HWDSB-identified exceptionalities. Forty-four percent of Parkview students have a Mild Intellectual Disability (M.I.D.), which is the most common exceptionality identified in Elementary Comprehensive Intellectual Disability Special Class students. Thirty-five percent have a Communication Learning Disability. Five percent have either dual exceptionalities or exceptionalities such as Autism (ASD), Speech Impairment, etc. Eighteen percent of Parkview students are non-exceptional (N.E.), which means that they have never been formally identified as having an exceptionality within the HWDSB. Many of these students are in process of having their exceptionalities identified, or have been identified in other Education Districts, but their identification has not accompanied their transfer here.

## **Cognitive Difficulties**

Although 82% of our students have been formally identified with exceptionality, so great are the learning needs of all our students that 100% of our population have I.E.P.s and have been “placed” into Secondary School, rather than “promoted.” In terms of overall cognitive functioning, 76% of Parkview students are below the 8<sup>th</sup> percentile and 97% are below the 25<sup>th</sup> percentile. The typical Parkview student will have considerable difficulty in 4 cognitive areas:

### *Verbal Comprehension:*

The student will have great difficulty grasping lecture-style instruction, listening to long passages and being asked to answer questions, following multi-step oral instructions, and coping with much talking.

### *Working Memory:*

The student will have great difficulty remembering oral information (e.g., multi-step instruction, maintaining attention and concentration), multi-tasking (will need step-by-step written/pictorial instruction; will need to be assigned one task at a time), solving multi-step problems in Mathematics, decoding and reading comprehension.



*Processing Speed:*

The student will have considerable difficulty processing verbal information (e.g., if asked a question, then the student might take a longer than usual time to formulate an oral response; might appear to be daydreaming or unengaged), copying information quickly and accurately, completing tasks in an allotted time, keeping up and contributing to class discussions, and coping with excessive ambient noise.

*Perceptual Reasoning:*

The student will have considerable difficulty understanding visual information (e.g., grasping information on blackboard or smart board, etc.), doing math (patterning, visual sequencing, long division, etc.), optimizing executive function (e.g., will not understand social cues or appropriate interactions), comprehending maps, grids, graphs, etc., coping if much learning is presented through seatwork, and grasping abstract verbal or visual concepts (i.e., instruction needs to be concrete and related to real-life experiences).

**The Facts**

With respect to new Parkview students' basic skills, considerable deficits obtain in basic literacy, reading comprehension, and mathematics. Coming out of Elementary School, their average *Reading Comprehension* grade equivalency is Grade 3.1; further, 83% of our students enter Secondary School below the 8th percentile for their age group. Coming out of Elementary School, their average *Computational Skills* grade equivalency is Grade 3.3; further, 87% of our students enter Secondary School below the 8th percentile for their age group.

**Other Contributing Factors**

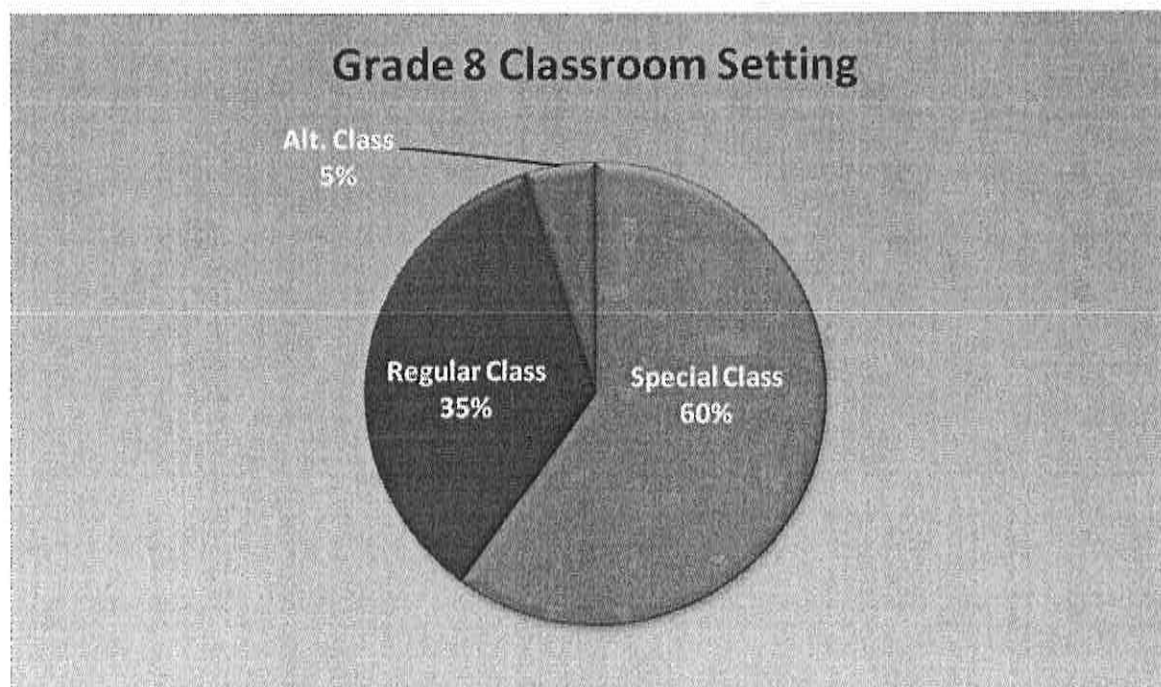
Beyond the many cognitive deficits and diverse learning styles they possess, Parkview students also have to cope with numerous other factors:<sup>1</sup>

- 
- <sup>1</sup> 44% of grade 9 and 10 students have either diagnosed ADHD or clinically severe attention issues
  - 8% of grade 9 and 10 students have formally diagnosed conditions such as Post Traumatic Stress Disorder, Anxiety Disorder, Oppositional Defiance Disorder, Obsessive Compulsive Disorder, etc.



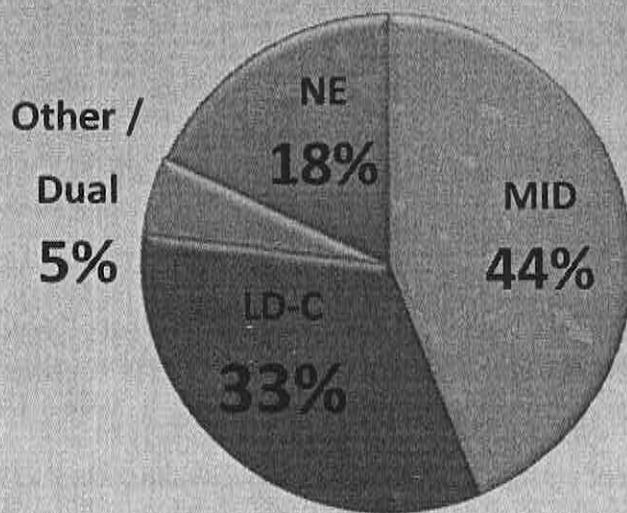
- **Social and Generalized Anxiety Disorders**
- **Self-Esteem issues**
- **Puerile coping and reasoning skills**
- **Foetal Alcohol Spectrum Disorder (FASD)**
- **Tourette Syndrome**
- **Attention Deficit Hyperactivity Disorder (ADHD)**
- **Post Traumatic Stress Disorder (PTSD)**
- **Obsessive Compulsive Disorder (OCD)**
- **Oppositional Defiance Disorder (ODD)**
- **Intermittent Explosive Disorder / Disruptive Behaviour Disorder / Conduct Disorder**

After taking into account these diverse facets of current Parkview students, it is important to keep in mind that “[e]very student deserves to be fully involved in their Secondary School experience” - John Malloy (director of Education HWDSB). The proposed new System School for Students of Promise will proffer full involvement in ways precluded within large composite schools.

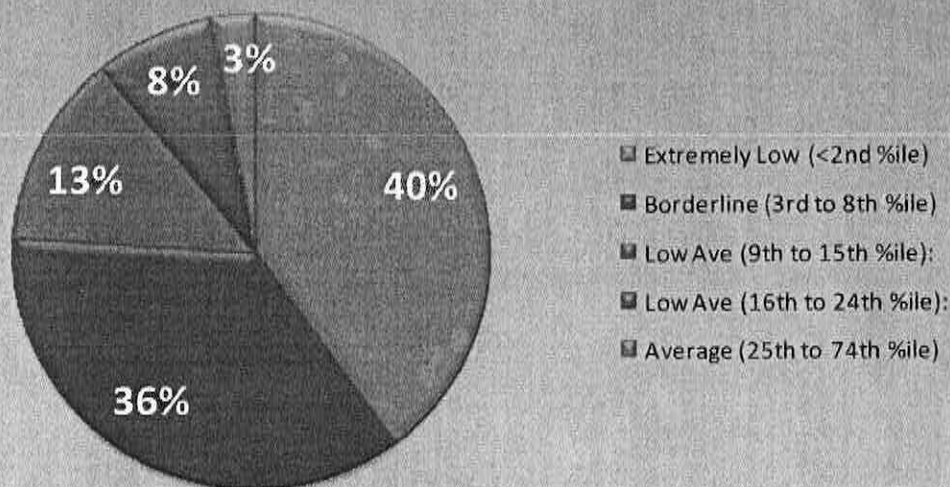




### Parkview Exceptionalities

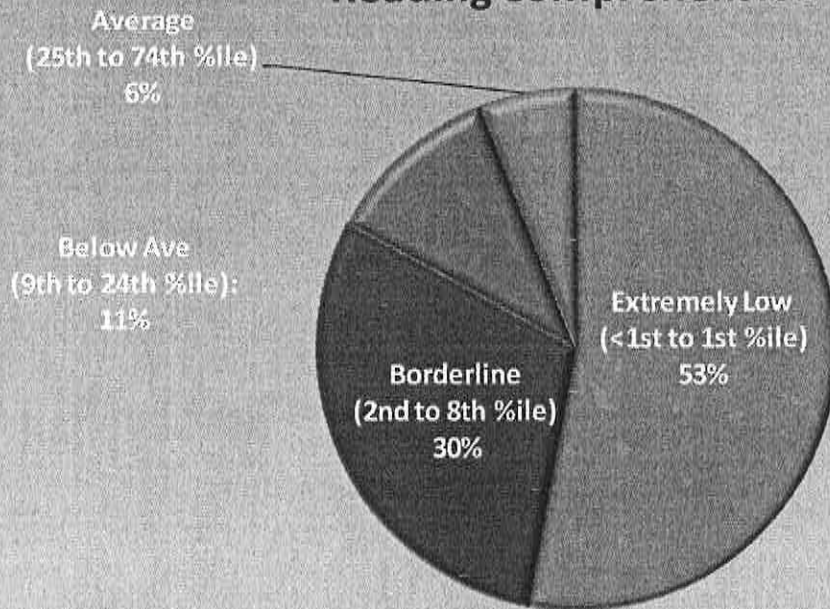


### Overall Cognitive Functioning of Grade 9 10 Parkview Students

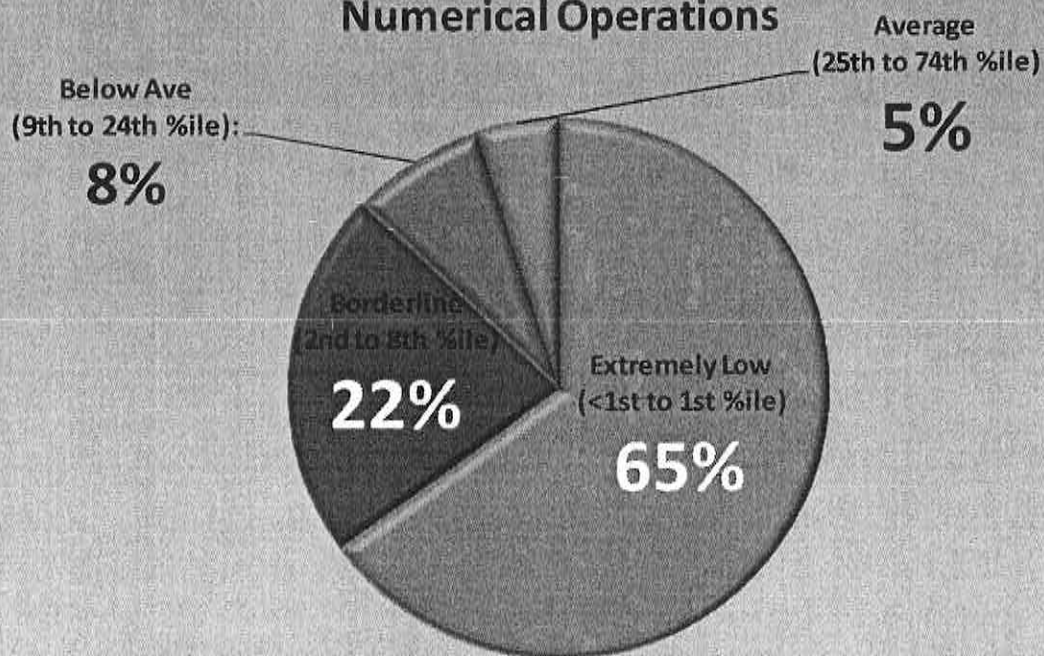




## Reading Comprehension



## Numerical Operations







OSSTF District 21 – Hamilton-Wentworth  
1423 Upper Ottawa St., Hamilton, ON, L8W3K6  
P: 905-574-8285 F: 905-574-8166 [www.district21.ca](http://www.district21.ca)

**Mr. John Malloy**  
**Director of Education**  
**HWDSB**  
**100 Main Street West**  
**Hamilton, ON**

**Ms. Judith Bishop**  
**Chair**  
**HWDSB**  
**100 Main Street West**  
**Hamilton, ON**

April 5, 2011

Dear John and Judith:

On Tuesday, March 22, 2011, Teachers' Council passed the following motion:

**Be It Resolved that the OSSTF District 21 Teacher's Unit inform the Board and Trustees that we are opposed to the elimination of the vocational programs and the loss of the hands-on facilities associated with them, and that we do not believe the needs of these students can be accommodated in the regular school system.**

As the President and spokesperson for the Teachers' Unit, I am writing to pass along this position. Much of the discussion amongst our Branch Presidents focused on the needs of students currently enrolled in vocational programs. Our members who work with these students believe it is important to advocate for them, as they fear that their voices and the voices of their families are not often heard. As such, members have opted to request that OSSTF convey their concerns to the Board on their behalf. They do not wish to see these students become lost in the regular school system.

It is our understanding that some of our members have engaged in meaningful dialogue with the Board on this issue, and that their ideas have been well-received. We urge the Board to act upon their input, as we believe that the experiences of our members are a rich source of insight as the Board moves forward.

Sincerely,

Chantal Mancini

President, Teachers' Unit

OSSTF District 21 Hamilton-Wentworth



**North Accommodation Review Committee (ARC)  
Public Meeting**

**May 24, 2011  
6:30 pm**

**Glendale Secondary School Auditorium**

**AGENDA**

- 1. Welcome and Introductions**
- 2. Opening Remarks**
- 3. Presentations**
  - 3.1 Brief Overview of the Accommodation Review Process**
  - 3.2 Work Completed by the North ARC**
  - 3.3 Concept Options Created by the North ARC**
  - 3.4 Next Steps**
- 4. Questions/comments from the public**



**North Accommodation Review Committee Meeting**

**Glendale Secondary School**

**May 24, 2011**

**Public Meeting #2**

**Minutes**

**Committee Members**

***Chair –Vicki Corcoran***

***Voting Members –Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Laura Gill, Jane Henry, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members –Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Glenn Cooke, Geoff Coombs, Mark Currie, Jim Holubeshen, Peter Joshua, Nancy Leach, Ray Mulholland, Jamie Nunn, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White***

**Regrets**

***Voting Members – Susan Corrigan, Marie Jackson, Rick Kunc***

***Non-Voting Members – Robert Barlow, Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton, Superintendent Joshua***

**Recording Secretary**

***Tracy McKillop***

**1. Welcome and Introductions**

Superintendent Vicki Corcoran welcomed everyone to the second public meeting. She thanked everyone for their interest in the process and the contribution that they will make to the accommodation review. Superintendent Corcoran introduced her Co-Chair for the evening, Prema Rao, a member of the North ARC and a parent representative from Sir John A. Macdonald Secondary School. The Chair introduced each member of the Committee, Jim Wibberley and Daniel Del Bianco the resource staff along with Kevin Morton, from the Facilities Department.



## **2. Opening Remarks**

Superintendent Corcoran shared that the goal of the meeting will do four things:

- Provide an overview of the Accommodation Review Process and the work of the Committee.
- Offer a look at the information the Committee has received and discussed at its meetings. All of the information the Committee has received as well as the approved minutes are available on the Board's web site.
- Provide a brief overview of the work of the Committee including the concept options developed by the Committee and what the next steps will be.
- Provide members of the community the opportunity to ask questions and make comments.

## **3. Presentations**

**3.1 Brief Overview of the Accommodation Review Process** - For the full presentation please click on the following link:

[http://www.hwdsb.on.ca/arc/wpcontent/uploads/2011/01/NorthARC\\_Public\\_Meeting2\\_Presentation.pdf](http://www.hwdsb.on.ca/arc/wpcontent/uploads/2011/01/NorthARC_Public_Meeting2_Presentation.pdf)

Daniel Del Bianco gave a brief overview of the Accommodation Review Process:

### **The Accommodation Review Process**

- The process follows Ministry of Education guidelines, Board Policy and the Terms of Reference
- There are committee working meetings and public meetings.
- All meetings are open to the public
- The Accommodation Review Committee (ARC) is tasked with developing an accommodation solution that will address the long-term requirements of the community

### **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 final decisions

### **ARC Timelines**

- 10 Working Group Meetings
- 4 Public Meetings
- ARC work scheduled to conclude in January 2012
- After receipt of final report, Trustees have to wait a minimum of 60 days prior to voting on a final decision

### **Information Presented to the North ARC**

- School Information Profiles (SIP)
- Accommodation recommendation prepared by senior administration
  - Close Delta and Parkview (June 2013)
  - Relocate students to existing facilities (September 2013)
- Correspondence from the community



### **3.2 Work Completed by the North ARC**

Geoff Coombs was the first member of the ARC to share with the Community. He stated that the options are simply concepts at this point in time. These can be changed numerous times and the students are the ARC's main focus. He stated that at working group meeting #3 – March 22, 2011 it was the initial discussion of the accommodation options. Nine options were generated from those discussions and the Committee has narrowed it down to four options that will be presented to the public and the other five will be posted on the web site. Mr. Coombs shared that the Committee has agreed to hear presentations at the working group meetings and they have heard one to date. One is scheduled for June and a third presentation will be heard in September. At the fourth working group meeting the Committee heard a presentation on the program plan. Every school cluster will offer all of the programming (schools with specialization, apprenticeship programs as well as tiered programming). For the full presentation please visit the web site at:

[http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/ProgramStrategy\\_spreads\\_web-3.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/ProgramStrategy_spreads_web-3.pdf)

The Committee has had a presentation on enrolment trends. Please click on the following link to view the presentation:

[http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Item9-NorthARC\\_Enrol\\_Demo\\_Presentation.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Item9-NorthARC_Enrol_Demo_Presentation.pdf)

The Committee has also spent a day viewing all of the schools within the North ARC. This was led by the Principals along with the Custodial Staff. They looked at the programs that were being offered in each school, the conditions of the schools, the gymnasiums, libraries, etc. The Committee found this to be a very interesting and informative event.

### **3.3 Concept Options Created by the North ARC**

Michael Root spoke about the concept options created by the ARC. He shared that they were new ideas and open to criticism and how the students are serviced is of most importance to the ARC. He asked for feedback from the public. Items that the ARC must take into consideration include:

- Implementation timeframe
- Program
- Funding
- Boundaries
- Location/ availability of school sites

The Options were as follows: each option has benefits and limitations and these can be seen beginning on page 17 of the following presentation:

[http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NorthARC\\_Public\\_Meeting2\\_Presentation.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NorthARC_Public_Meeting2_Presentation.pdf)

- A) Closure of Sir Winston Churchill and Delta and build a new school between the two schools.  
To view the benefits and Limitations of this option please click on the following link:



F) Closure of Delta and Sir John A Macdonald and build a new school on a site between the two schools (site location yet to be determined).

G) Closure of Delta, Parkview and Sir John A Macdonald and construct a new school on one of these sites and have a wing dedicated to the Parkview program.

H) Closure of Delta, Parkview and Sir Winston Churchill and construct a new school on one of these sites and have a wing dedicated to the Parkview program.

### **3.4 Next Steps**

Scott Barr indicated that this is the halfway point for the Committee. He shared that these options will need to be refined and adjusted as they see fit or possibly they may develop a new plan. He stated that the Committee is here to hear the voice of the Community and the students. The committee heard the community's voice at the first public meeting and will continue to listen to their voice. Mr. Barr indicated that the program piece is a huge part of the process as well. When the Committee is comfortable with these models then they will look at the program strategy and refine them as well. There are two more community presentations to come as well as two more public meetings. He asked the community to please look at the web site and familiarize themselves with the information. The goal is to have equal access to learning for all students.

Superintendent Corcoran thanked the Committee for all of their hard work and turned it over to the Co-Chair, Prema Rao, at this point.

### **4.0 Questions**

Question (Q), Answer (A) Comment (C)

Q. I would like to know why there is no program option for Delta. Is this a done deal?

A. These are only recommendations at this time and when the final decision is made the programming will be adjusted.

C. Sister Teresa became involved in Parkview School a few years ago. She shared that she had a brother with learning disabilities and when he went to a regular school he had a difficult time. She felt that it was important to let the kids from the community know that the community cares about them.

C. Sally Palmer liked two of the profiles that had plans to keep the Parkview separate. She felt that it would be confusing if the kids were integrated. She stated that Parkview is a great school and would like to see it kept separate.

C. David Derbyshire feels that it is a privilege to work in the lower City. It is important to build on the strengths and assets in these neighbourhoods. He shared that he was shaken when he first heard Senior Administration's recommendation however tonight he feels that his belief in Hamilton-Wentworth District School Board (HWDSB) has been renewed. The Committee has come up with creative solutions and liked that HWDSB has invested in these communities. He was happy to hear about the accommodation options for the Parkview students. He felt that the strategies that the Committee was suggesting were good. No one likes to see a school closed however the community feels stronger when HWDSB wants to invest in them. Mr. Derbyshire shared that information that he received that day showed that the further that students have to travel to a school the higher the drop out rate.

C. This lady felt that the decision is pre-determined and that Delta will close. She stated that it is a historic building and opposes the closure and the sale of this school. She shared that the community has



put \$20,000 dollars into this school through fundraising. It is the oldest school in Hamilton and asked that the money for a new school be put into Delta.

A. Mr. Del Bianco shared that three of the nine options suggested keeping Delta open. All nine options were discussed and the Committee has chosen four to present tonight however the other options are on the web site.

C. Murray Kilby a retired principal want the Committee to look at other School Boards to see what they have done. Why is grade 7 & 8 not in the high schools because the schools now have full day Kindergarten. Burlington Central and Aldershot Secondary Schools were slated for closure and they have put grades 7 & 8 into the secondary schools. This is something that should be considered. If you lose the elementary students then this will affect the high schools. He asked the Committee to consider this option.

C. Schools that are far away will challenge the kids in terms of making the effort to attend school. There are people in the neighbourhood talking about moving or attending the catholic school.

C. Canada is growing at a fast rate. This gentleman visited Parkview a few weeks ago and was profoundly moved by the relationship between the students and the staff. He feels that Parkview is a model for other schools to embrace. He feels that we have to look at things other than dollar and cents.

Q. What is the rationale to have the school tours scheduled on a Saturday if the physical structure of the building is not all there is to it? There were no students or teachers in the building.

A. Mr. Del Bianco shared that this is not part of the Terms of Reference and that the tours had to be scheduled outside of people's working hours. The enrolment decline is Province wide and this is not just happening at the Secondary level. It fluctuates from school to school.

C. The Committee have put in a lot of hard work however she feels great concern. Why would you want to change Parkview when it is working? She shared that you can't change history or the way that other students look at the Parkview students. She was disappointed that we are talking about building a new school on fictitious land when closing Sherwood or Delta makes no sense to her.

A. The Board is required by the Ministry to create a recommendation for the ARC. If it is introduced early on in the process the Board is accused that it is a done deal and it is presented closer to the end it is said that the Board is hiding something. There is no perfect time to share the Board option. When we put it out early it allows time for feedback. Looking for a new site will be a challenge. We will start looking at sites and give feedback to the Committee. This is a daunting task for the Committee and there is still a lot for the Committee to consider. This is just a starting point.

Superintendent Joshua shared that HWDSB is addressing the program opportunity for Parkview students. The challenge right now is providing these students with broader programming options like art and drama.

The Co-Chair stated that the school tours were a gruelling and exhausting day and the Committee did not want to disrupt the students. There were 40 people in the group and the tours were in depth. They looked at the programs and saw the classes that these programs took place in. They were very thorough tours. It changed her perspective on her job as a member of this Committee.

C. A grandmother shared her granddaughter's story. She was diagnosed with MID after being struck by a bus. She did not have an Educational Assistant and was informed that her granddaughter would never succeed in a regular classroom. She was accepted at Hillcrest where she flourished. She had apprehensions when she then needed to move to Parkview however she is doing wonderfully well there. She feels that there is a stigma attached to these students and does not want her to feel this



from other students. She also feels that it is important for these students to have a second language as well. She feels that kids need to be tested at an earlier age and the enrolment would be higher and there would be no need to close these schools.

C. Canada and the U.S. are the only place that grade 7 & 8 are not part of the high school. The money is not there to build new schools. He shared a great concern that if you keep going that way you are going to lose elementary students and hence Secondary schools.

C. David Derbyshire stated that this is a community and we are not here to pit one community against another. He invited everyone to focus on the lower city as a whole. He said it is about our children and our grandchildren and they need to attend a school that best fits their needs. Delta is an old school however the reality is that we can not keep all of the schools open. If there is a closure and a new school is being built then that would meet the educational needs of the students of the Hamilton community. He encouraged the Committee to listen to it all, integrate it all and come up with the best possible solution.

C. Steve Calverley has a daughter in Delta and she has had a very positive experience at Delta. He heard Cody speak at the last meeting and indicated that this shows the quality of student at Parkview. He shared that the feeling at Delta is "why bother" because when you look at the program strategy it says that Delta is closing. How would you feel if the province said that they would be closing HWDSB? Would you be making the same decision? He has concern for the youth in the neighbourhood and feels that is so important to have a school in that area. You can't leave us without a Secondary school.

Q. Cody would like Parkview to receive the money that it deserves.

A. There is no easy answer as the buildings age there is not enough money to take care of all of the schools equally. When one school needs more repairs than the other the money can't be split evenly. There simply is not enough money.

Q. What have we done to get some of the students back and can we adjust the class size?

A. Superintendent Joshua stated that they have been contacting the students who have not completed their high schools diplomas (Return to Learn) and we have adopted new programs.

Q. Why can't Parkview be part of the choice? What is the role of the Trustees? Are they impartial?

A. The Ministry mandates the loading size of the classroom. Trustees are non-voting members. The vote defaults to the voting members if there isn't consensus across the entire committee.

C. His daughter chose to go to Parkview to avoid a 45 minute bus ride. He has heard that there is a new Catholic Secondary School (on Rymal Rd) on the mountain. He felt that maybe the student would not want to travel and may choose to come to the public school.

C. A member shared that her daughter was diagnosed with MID and ADHD. She had to learn to love the child but not the disability. When she was put in an integrated public school she was subject to constant bullying and fear. She is graduating from Parkview in June. She feels that it is not about programming but where the students are personally. When she spoke to staff at Delta and Sir Winston Churchill they insisted that she go to Parkview. She has now progress and will be attending Mohawk in the fall. She is no longer MID. You can relocate the building but you can not relocate the program. These kids do not want to go to another school they want to go to Parkview.

C. A gentleman indicated that he was confused by the Board of Trustees. They vote for the Trustees and they are supposed to represent the people. He is also confused by the ARC process. He feels that we are protecting the mandate of the process and not the community.



A. Trustee Bishop shared that under the Terms of Reference the Committee has a mandate and a task and it is the Trustee's job not to interfere. Their role comes when the two reports are presented to them. They will be discussing the reports as well as all that they have heard from the communities. It is not the role of the Trustee to undermine the process of the Terms of Reference or to work in favour of one particular school. There has to be certain guidelines and once they are made then they must follow them.

C. This gentleman felt that the role of the Trustee is getting blurred. How do you defend the process and not get involved?

A. There is no way the Trustees can interfere with the Terms of Reference. They took many meetings to make the Terms of Reference and once the process has been put in place the Trustees must follow the process.

Q. If we attack the Terms of Reference are we attacking the Trustees?

A. Yes

C. Justin a student from Glendale stated that he has heard from all types of people...suits, non suits, and people from all ranks. Where are the students that want to be heard?

A. We have student representatives on the Committee.

Q. What if you don't want to be on the student council.

A. You don't have to be on student council – you can email, write a letter or publicly speak. All students are encouraged to voice their opinions and comments.

Scott Barr shared that programming is very important. Parkview has been very important to all of the Committee members. The Committee has been listening and applauds everyone for coming and sharing their concerns, questions and ideas. The Committee has a job to do and want the community to know that they are working hard to do a good job. Prema Rao encouraged the students to speak to the student representatives or parents on the school council.

Q. Why can't you put money into Parkview where they can have computer, drama and art classes? She heard that students have to have a low reading and math level to go to Parkview.

A. Geoff Coombs shared that one of the options was to make a newer version of Parkview as a system school. Parkview is doing an amazing job.

Q. Why aren't the students from other schools with similar challenges going to Parkview? If you put a wing on a school they are still segregated which would support them in feeling confident.

A. You can not force other students to go to Parkview.

Q. If there are so many vacant spots why are we spending money on these sites instead of putting it back into our properties? Ms. Cameron listed a number of graduates from Delta and commended the students for speaking up.

Q. Steve Calverley put forth a question to the School Board Staff. How would you feel if the government said that they were going to bring in someone else to run the HWDSB?

Prema Rao shared that she wondered what input she could bring to the table. It is a process put in place for a reason and it is a democratic process. She would like to think that all of the input from the Committee does matter. The Board is considering the ARC Committee's input. She learned a lot from



the school tours and the Principals were clear on the programs that are offered. They took a lot of time to learn what each of the schools is about. It is a discussion that is ongoing.

C. A spouse of a Committee member was offended by the attack on the ARC members and shared that they too have children in the system and that the Committee is working very hard to make proper decisions that will address everyone's needs.

C. David Derbyshire shared that every neighbourhood would like to have a school in the neighbourhood however the reality is that we can't have a secondary school in every neighbourhood. It is the Staff that makes it a welcoming environment where they will be challenged and rewarded. If the critical components are there then we can work with the school Board to make it work. It is the Staff that makes the school not the brick and mortar.

Q. Danielle Bawden asked "how would having grade 7 & 8 affect the programming in the high schools because it would fill the school however we still may not have enough students to run a grade 11 math class". The cost to renovate a building is much more than it is to build a new building and then things are just patched. Delta does have its challenges – it is freezing in the winter and boiling in the summer. The students don't want to be in there under those conditions. She stated that she loves Delta as well however we need to have a great school in the community to serve everyone.

A. Superintendent Joshua shared that having grade 7 and 8 in the Secondary school would not affect the programming of the high school students.

The Chair thanked everyone for coming.





## Secondary Accommodation Review Committee



### Secondary Pupil Accommodation Review Committee

# North Accommodation Review Committee Public Meeting #2

Glendale Secondary School  
May 24, 2011



## **Why are we here tonight?**

- Provide an overview the of the ARC process
- Review the work completed by the ARC
- Review “Concept Options” created by the ARC
- Next Steps of the ARC
- Receive input from the community on the ARC process and concept options





## Secondary Accommodation Review Committee



# Overview of the Accommodation Review Process



## **The Accommodation Review Process**

- The process follows Ministry of Education guidelines, Board Policy and the Terms of Reference
- There are committee working meetings and public meetings.
  - All meetings are open to the public
- The Accommodation Review Committee (ARC) is tasked with developing an accommodation solution that will address the long-term requirements of the community



## 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 final decisions



## ARC Timelines

- 10 Working Group Meetings
- 4 Public Meetings
- ARC work scheduled to conclude in January 2012
- After receipt of final report, Trustees have to wait a minimum of 60 days prior to voting on a final decision

**Public Meeting #1 (February 22, 2011)**  
Overview of Accommodation Review Process  
Overview of School Information Profiles (SIP)  
Presentation of Board Option  
Opportunity for Community Input



**Public Meeting #2 (May 24, 2011)**  
Overview of Accommodation Review Process  
Information Presented to the ARC  
Opportunity for Community Input



**Public Meeting #3 (October 4, 2011)**



**Public Meeting #4 (December 6, 2011)**



**ARC Report to Director of Education**  
January 12, 2012





## **Information Presented to the North ARC**

- School Information Profiles (SIP)
- Accommodation recommendation prepared by senior administration
  - Close Delta and Parkview (June 2013)
  - Relocate students to existing facilities (September 2013)
- Correspondence from the community



## Keep Informed

- All information is posted on the Board's website:
- <http://www.hwdsb.on.ca/arc/>
- All meetings are open to the public





## Secondary Accommodation Review Committee



# Work Completed by the ARC



## **Since Our Last Public Meeting**

- 3 Working Group Meetings
- School Tours
- Review of the detailed Program Strategy
- Developed concept options



## **Summary of Working Group Meetings**

### **Working Group Meeting #3 (March 22, 2011)**

- Initial discussion of accommodation options
  - Generated 9 concept options

### **Working Group Meeting #4 (April 12, 2011)**

- Presentation and discussion of the HWDSB Program Plan

### **Working Group Meeting #5 (May 3, 2011)**

- Review of 9 concept options
  - ARC selected 4 options to present at Public Meeting #2



## **Presentations by Delegations and ARC Resource Staff**

- McQuesten Community Planning Team
- Demographic and Enrolment Trends
- HWDSB Program Plan

## **School Tours**

- Saturday March 26, 2011
- Began at Sir John A. Macdonald (8:45am) and concluded at Orchard Park (3pm)
- 45 minute tours
- Including site walk, gymnasium, classrooms, library, etc.



## **Information Provided to the ARC**

- ReCAPP Summary by School
- Transportation Policy
- Historical Enrolments by School
- French Immersion Summary
- HWDSB Sold Property Info
- Parkland Maps
- Summary of Administrative and Operational Costs by School
- Computer Summary
- Distance to Schools
- Correspondence from the Public
- **Additional information will be required as we further refine the concept options or create additional options**





## Secondary Accommodation Review Committee



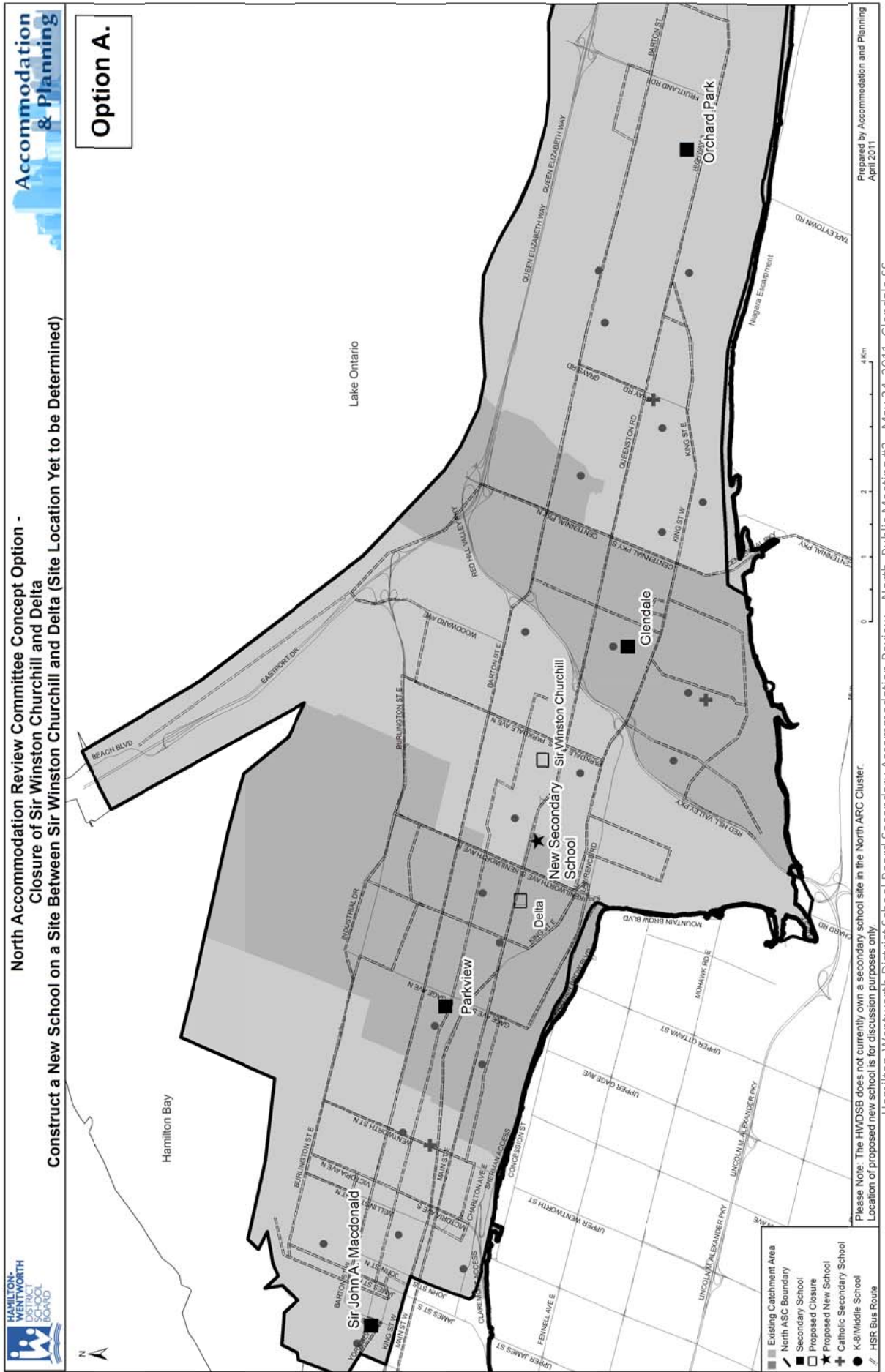
# Concept Options Created by the ARC



## Developing Concept Options

- Very preliminary
- Originally developed 9 options
  - All available on HWDSB website
- ARC members decided to present 4 this evening
  - These are not our final options
  - Represent some concepts that we have been thinking about and are looking for feedback on
- Outstanding items that the ARC must take into consideration
  - Implementation timeframe
  - Program
  - Funding
  - Boundaries
  - Location/ availability of school sites



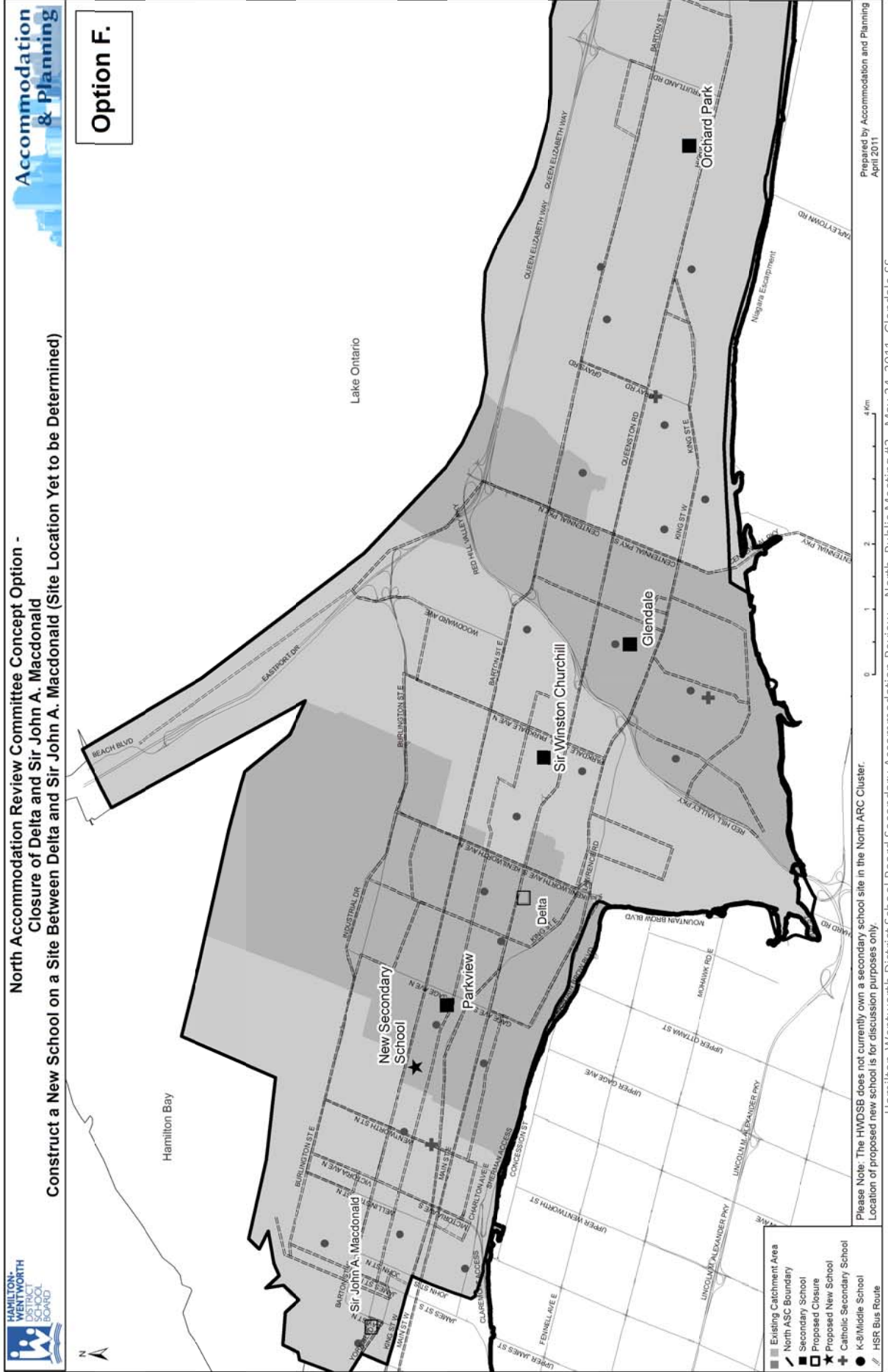




## Concept Option - A

Benefits	Limitations
<ul style="list-style-type: none"> <li>• Construction of a new school in the downtown core</li> <li>• Spacing of schools across the cluster</li> <li>• Retains the Parkview program</li> <li>• Removes schools with high renewal needs</li> </ul>	<ul style="list-style-type: none"> <li>• Contingent on property acquisition</li> <li>• Does not address the condition of the Parkview facility</li> <li>• Abandoning recreational centre at Sir Winston Churchill</li> <li>• Will require boundary changes to evenly distribute students</li> <li>• Does not address the enrolment concerns at Sir John A. Macdonald</li> </ul>



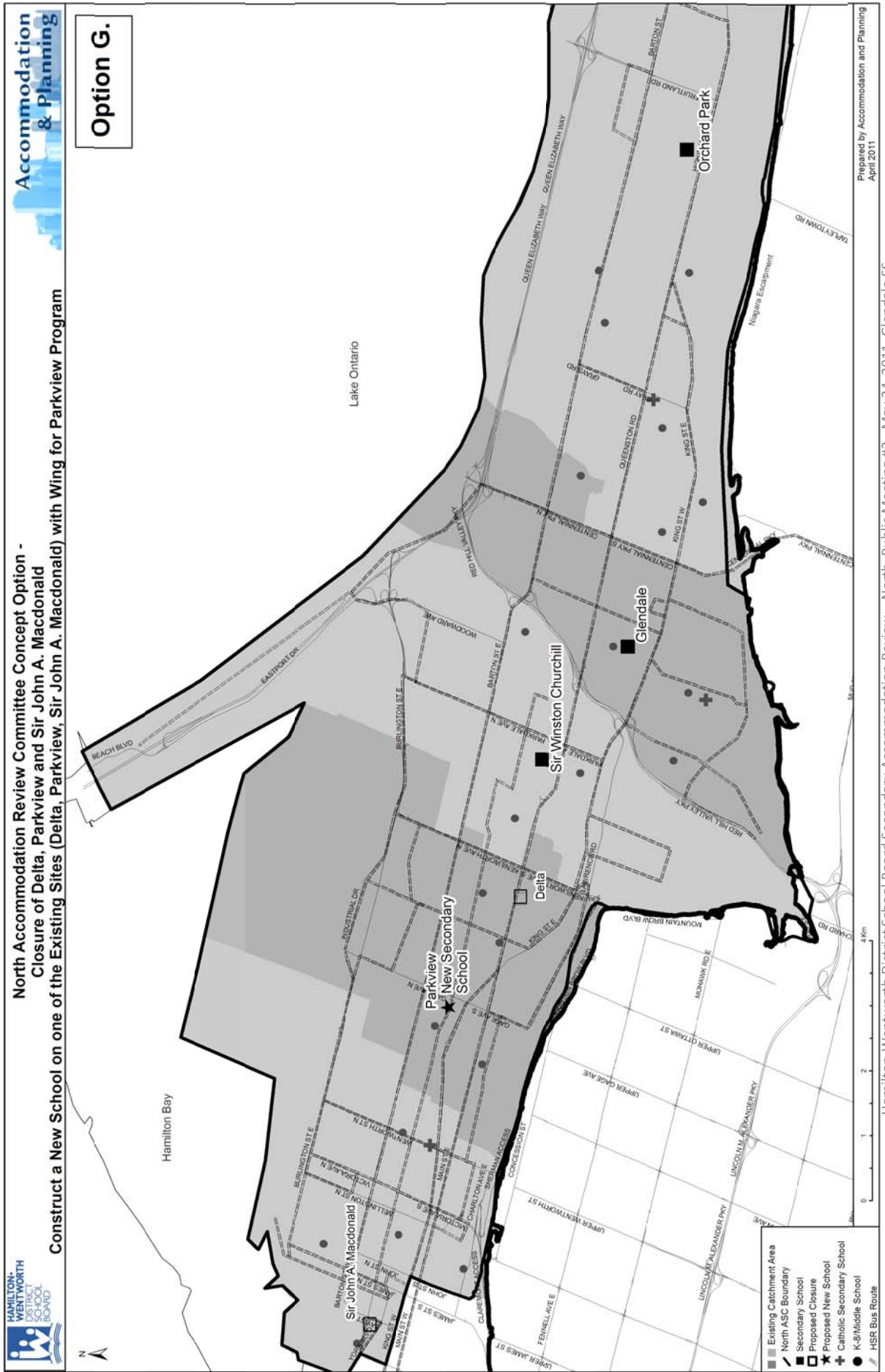




## Concept Option - F

Benefits	Limitations
<ul style="list-style-type: none"> <li>• Construction of a new school in the downtown core</li> <li>• Spacing of schools relative to Westdale</li> <li>• Retains the Parkview program</li> <li>• Remaining facilities will be fully utilized</li> <li>• Removes schools with high renewal needs</li> <li>• Retains connection with community centre at Sir Winston Churchill</li> </ul>	<ul style="list-style-type: none"> <li>• Contingent on property acquisition</li> <li>• Does not address utilization at Glendale without boundary change</li> <li>• Does not address the condition of the Parkview facility</li> <li>• Does not align with HWDSB program strategy</li> <li>• Loss of auditorium at Sir John A. Macdonald</li> </ul>



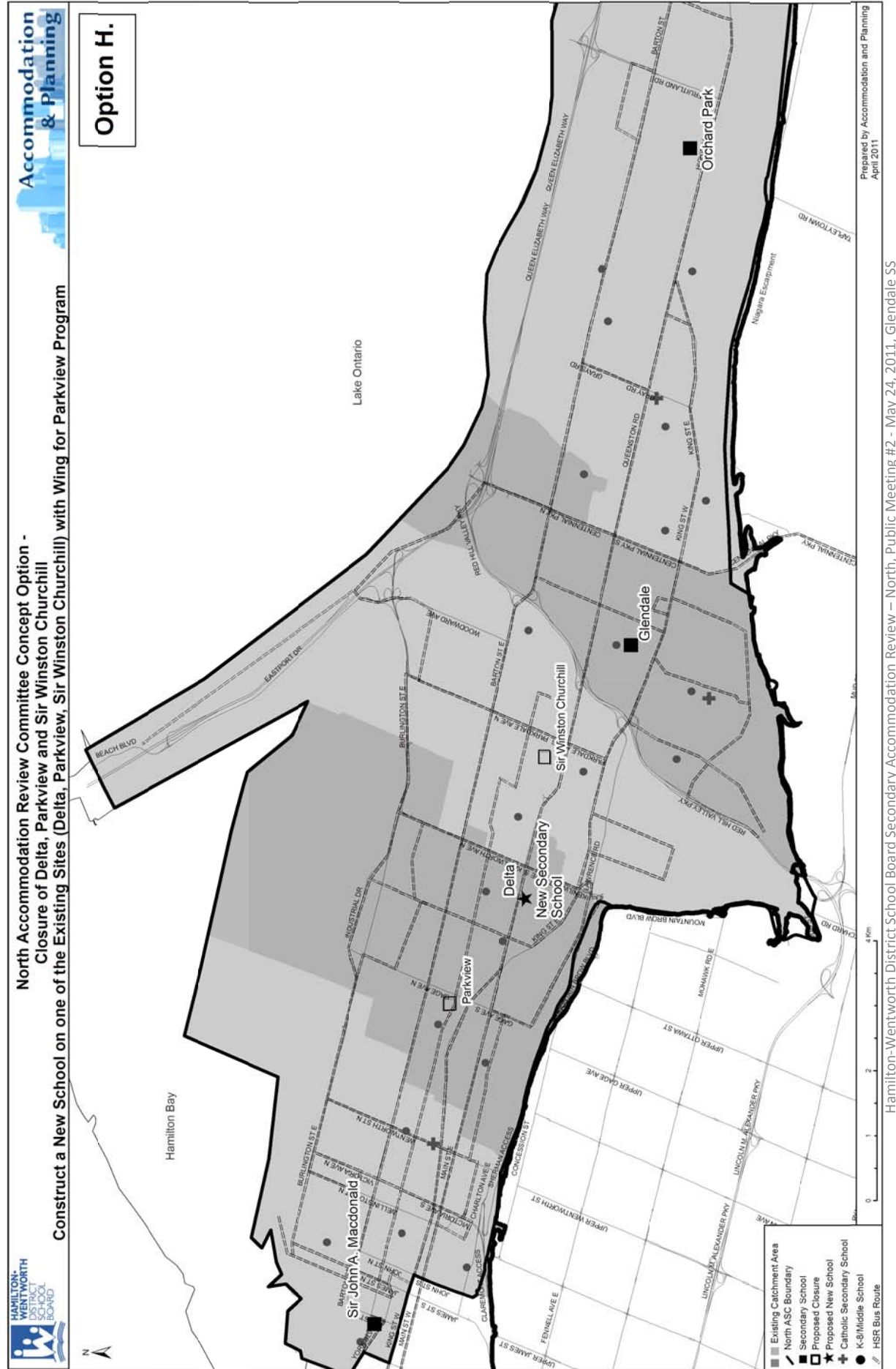




## Concept Option - G

Benefits	Limitations
<ul style="list-style-type: none"> <li>• Construction of a new school in the downtown core</li> <li>• Construct on Board owned site (either Delta, Parkview or Sir John A. Macdonald)</li> <li>• Campus option for Parkview</li> <li>• Remaining facilities will be fully utilized</li> <li>• Removes schools with high renewal needs</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of auditorium at Sir John A. Macdonald</li> <li>• Parkview students segregated in “wing” of new school</li> </ul>







## Concept Option – H

Benefits	Limitations
<ul style="list-style-type: none"> <li>• Construction of a new school in the downtown core</li> <li>• Remaining facilities will be fully utilized</li> <li>• Removes schools with high renewal needs</li> </ul>	<ul style="list-style-type: none"> <li>• Contingent on property acquisition</li> <li>• Distance between schools does not improve regardless of site location</li> <li>• Loss of Sir Winston Churchill which is in a good location</li> </ul>





## Secondary Accommodation Review Committee



# Next Steps



## Next Steps of the North ARC

- There is still lots of work remaining
- **5 Working Group Meetings**
  - Refine existing options
  - Develop additional options
  - Review feasibility of each option which may cause existing options to be further refined or new options to be generated
  - Develop program strategy
  - Review input from the community
  - Additional presentations
    - Hamilton Community Foundation (June)
    - City of Hamilton, Neighbourhood Development Strategies (Sept)
- **2 Public Meetings**
  - Present final ARC recommendations
  - Present final ARC report



## **Next Steps of the North ARC (Con't)**

- Resource staff will prepare background information over the summer to assist the ARC in refining their options
  - Boundaries
  - Transportation
  - Funding
- Report back on how each of the options address the mandate of the ARC and the Reference Criteria
- Final ARC report is due January 12, 2012



## **Why are we here tonight?**

- ✓ Provide an overview the of the ARC process
- ✓ Review the work completed by the ARC
- ✓ Review “Concept Options” created by the ARC
- ✓ Next Steps of the ARC
- Receive input from the community on the ARC process and concept options



**North - Accommodation Review Committee  
Working Group Meeting #6  
June 14, 2011**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Presentation- Terry Cooke – Hamilton Community Foundation**
- 4. Facilities Overview**
  - 4.1 Presentation**
  - 4.2 Questions and Comments**
- 5. Debrief of the Public Meeting**
  - 5.1 Discussion and Items for Follow-Up**
- 6. Accommodation Options**
  - 6.1 Discussion in small groups**
  - 6.2 Summary from the small groups**
- 7. Minutes of the Meeting of May 3, 2011**
  - 7.1 Errors or Omissions**
  - 7.2 Approval of the Minutes**
  - 7.3 Business Arising from the Minutes**
- 8. Minutes of the Public Meeting of May 24, 2011**
  - 8.1 Errors or Omissions**
  - 8.2 Approval of the Minutes**
  - 8.3 Business Arising from the Minutes**
- 9. Correspondence**
- 10. Other Business**
  - 10.1 Invitation from the South ARC Committee**
  - 10.2 Facility Partnerships**
- 11. Adjournment**

**Next Meeting – Working Group Meeting – September 13 2011, HWDSB Board Room – 6:00 pm**



# ACCOMMODATION Review Committee

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



**Hamilton-Wentworth District School Board (HWDSB)**

**North Accommodation Review Committee Meeting**

**Board Room – Education Centre**

**June 14, 2011**

**Working Meeting #6**

**Minutes**

**ATTENDANCE:**

**Committee Members**

***Chair – Vicki Corcoran***

***Voting Members – Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Susan Corrigan, Lisa Deys, Annie Fu, Laura Gill, Marie Jackson, Jane Henry, Rick Kunc, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Glenn Cooke, Geoff Coombs, Mark Currie, Jim Holubeshen, Peter Joshua, Nancy Leach, Ray Mulholland, Jamie Nunn, Don Pente, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White***

**Regrets**

***Voting Members –***

***Non-Voting Members – Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla, Maria Pearson, Bob Pratt***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton, Steve Stirling, Ellen Warling***

**Recording Secretary**

***Tracy McKillop***



### **1.0 Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the sixth working group meeting. She spoke of the follow-up information from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard.

### **2.0 Agenda**

#### **2.1 Additions and Deletions** – None

#### **2.2 Approval or the Agenda** – The agenda was approved by consensus.

### **3.0 Presentation** – Terry Cooke – Hamilton Community Foundation

The Chair shared that tonight we have the second of three presentations requested by the Committee. Terry Cook, the President and CEO of the Hamilton Community Foundation was the presenter for the evening. Superintendent Corcoran went on to share a bit of background information on Mr. Cooke.



## **Bio**

## **TERRY COOKE**

## **President & CEO**

## **Hamilton Community Foundation**

Terry Cooke joined Hamilton Community Foundation as President & CEO in 2010, assuming leadership of its donor development, a comprehensive cross-sector grant making program and community leadership in poverty reduction, the environment, arts and culture, and citizen engagement. Mr. Cooke brings to the job his wide-ranging experience, and most important, his passion for Hamilton. .

Prior to joining Hamilton Community Foundation, Terry was president of Cooke Capital Corporation, a management consulting firm focused on leadership, strategic planning and government relations. He previously served as president and chief operating officer with the Foxcroft Group of Companies in Hamilton, and is perhaps best known for his term as Chairman and Chief Executive Officer of the



Regional Municipality of Hamilton-Wentworth from 1994 to 2000. He began his career in 1983 at the Ontario March of Dimes leading the development of housing and support service programs for disabled persons in over 20 communities across Ontario.

Terry has served extensively as a community volunteer with a number of charitable and other organizations. He is Chair of the Canadian Urban Institute, and serves on the boards of a number of corporate organizations, including Northgate Properties, and the LPF Infrastructure Fund. Terry is a McMaster University graduate and lives in Hamilton with his partner Maureen Wilson and their three children, Lane O'Hara, Frances and Wil.

The Hamilton Community Foundation is a builder within our community and they certainly have an interest in the north end of Hamilton. Last week the committee received a paper on school integration prepared by the Foundation. It is also in your package tonight.

### **3.0 Presentation** – Terry Cooke – Hamilton Community Foundation

Mr. Cooke shared that he is not an educator but a parent of three children in the HWDSB and has great respect for the volunteers around the room and the School Trustees. On behalf of the Community Foundation he is pleased to be able to talk openly about the challenges facing public education.

He spoke of dealing with concentrated poverty in the area and the challenges that these areas face – e.g. low weight babies. Mr. Cooke felt that the Foundation has a broad responsibility; however, if we don't deal with the poverty then none of the other things can be addressed. If you concentrate people with high needs and low income in one area then it creates huge challenges. He feels that if you create a mixed income community then you win the education lottery. If you offer high quality education with dedicated teachers then it offers a great opportunity. He stated that for those who come from a neighbourhood with high needs and low income then their whole life they will have an uphill challenge.

He shared a story of Raleigh North Carolina where the school board invested in low income neighbourhoods. They created a systemic change which was not an easy task. He encouraged the Committee to continue their education and research. He stated that we need to change our policy to balance income mix and education. The challenge is to embrace the importance of income integration and the Community Foundation has access to many resources and would be happy to provide this information.

Questions:

Q. Thank you for your presentation. The ARC has seen the results of working in challenged areas. There is a lot of development on the upper mountain yet there is no development in the inner City and it needs a great deal of help. Is there a willingness on the part of the City to develop in the inner City?

A. In new developments we don't create areas for mixed income families. There is only middle class which only leaves the lower income people to remain in areas that are already challenged. Mr. Cooke feels the City is making an effort. The City has come to the table with significant resources as well. Grass roots organizations are starting to make a difference and when working in partnership changes can be made.



Mr. Cooke shared a story about an elderly lady, who was a retired teacher, who left 1.8 million dollars to support the people of the inner City and how she made a difference.

Q. Do the books that you recommended advise on the size of a secondary school?

A. Mr. Cooke shared that he read Michael's proposal and liked it. He stated that he does not know the optimal size of a secondary school; however, he offered to call in people who could offer the optimal solution for the area dealing with such things as funding, size, etc.

Q. The ARC Committee will be looking at the program strategy, equitable programming and inclusivity. Do you have any comment on this?

A. Mr. Cooke suggested asking questions like "does French Immersion need to be at a particular school?" "Will it draw kids from outside of the catchment area?" This will encourage parents to send the children to the inner schools for certain programs creating a healthy mix of students. He feels that the Committee and the HWDSB are on the right track and encouraged the members to get students into the inner City schools.

Q. What would the community groups like to see happen?

A. It is never easy to close schools; however, we do not have the resources to keep all schools open. We will not have the educational system that you want if you don't close schools. Mr. Cooke commends the Trustees because this is a difficult process. He stated that change is frightening; however, changes need to happen.

Q. Is there a way to look at a new facility that would embrace two schools? Is it possible to get the community involved?

A. In the abstract – absolutely. The question is capital. Capital should not be the deciding factor.



#### **4.0 Facilities Overview** – Steve Stirling

For the full presentation please click on the following link:

[http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Item2-NorthARC-FM\\_Presentation.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Item2-NorthARC-FM_Presentation.pdf)

#### **4.1 Presentation**

The Facilities Management (FM) has three divisions working together to provide educational environments:

**Operations & Maintenance** - Cleaning, Equipment Maintenance, Repairs, Utilities, Regulatory Compliances, Heating/Cooling, Automation, Building Envelop, Site Services, Vandalism, Security, Waste Removals, etc.

**Capital Renewal** - Life Cycle Renewal of Existing Facilities, New Construction, Renovations, Program Upgrades, Accessibility, etc.

**Accommodations & Planning** - Property which includes Acquisition, Disposal, and Leasing, Pupil Accommodations, Enrolment Projections, School Boundaries, Portable Allocations, Development Planning, Mapping, etc.

Mr. Stirling spoke of the declining enrolment which is not just a Hamilton phenomena but a Province wide decline in school aged children. He stated that funding is based on enrolments which mean that poor utilization and the age of the facilities compromises the Board's ability to meet the operational and renewal needs. Mr. Stirling showed the Committee an enrolment graph. The spike is the Baby Boomers and the second spike is the children of these Boomers. He referred to this as a Boom Bust Echo Graph. The chart shows the historical secondary enrolments from the early 60's and the number of secondary schools in the HWDSB. The Board has historically adjusted the number of schools it has with new construction and closures to reflect the enrolments of the day. There is a peak in enrolments in the early 70's as the elementary students arrive in the secondary panel. The Secondary Schools were all constructed in the 60's which is all 50 years old now and at its natural renewal age. This means that they are all due at the same time. He showed another chart which showed the facility closures and consolidations.

Mr. Stirling stated that School Boards get all of their funding through the Province of Ontario. In Facilities Management there are two primary sources of funding for the Secondary Schools, the Operations Grant and the Renewal Grant. There are additional areas of funding

1. New Construction and Capital Priorities – these are funding sources where School Boards must provide business cases and compete for the limited dollars.
2. "Good Places to Learn" funding, which is ending this year.
3. "School Condition Improvement Grant" –School Boards get allocations to assist with the renewal backlog.



4. Energy Efficient Schools Grant – to assist with projects that reduce utility costs (lighting upgrades, efficient boiler systems, etc.

These additional funding sources are generally short lived and targeted. The main source of funding is the Operation and Renewal Grants. \$200 million dollars per year has been budgeted over the next three years by the Province and HWDSB in projecting that they will receive about five million per year.

Mr. Stirling showed a chart which displayed the HWDSB Funding Challenges and the unfunded liability. At present five priorities govern the allocation of renewal funds:

1. Health and Safety Issues
2. Regulatory Compliance Issues
3. The risk that the failure of one or more components might cause a program (i.e. science lab) or the building itself to close, or cause secondary damage
4. High & Urgent ReCAPP Events
5. New Program Initiative Requirements

ReCAPP is a software program that was implemented by the Province. It breaks down the facilities into thousands of components and sets a life cycle for these components. The software does not account for upgrades like a building with heating only being upgraded to air conditioning. This is a planning tool that treats all facilities the same.

Mr. Stirling continued through the slides which showed each of the schools within the North ARC which showed the 10 year renewal needs of the schools as well as a summary of the capital expenses from 2000-2010. He stated that to create sustainability HWDSB needs to:

- Understand the current situation and resources.
- Consolidate or bring together planning approaches.
- Implement a corrective plan.

The Facilities Management Department of HWDSB has developed its own vision statement:

“Facilities Management this involves creating effective environments that stimulate academic achievement”.

The Deferred Capital ReCAPP events do not address:

- Building code upgrades.
- Municipal directed planning and building improvements.
- Academic program requirements.
- Accessibility needs.
- Changes required to implement a new method of program delivery within the overall school system.



Mr. Stirling stated that the status quo is no longer an option. Funding is tied to enrolments and the enrolments are projected to continue to decline. The Board has historically taken action to reduce accommodation in periods of declining enrolments. He went on to show the long-term Facilities Master Plan which combines the following Planning Strategies:

- 1) Academic Program Planning Strategy: This is the work of Executive Council, which Peter Joshua has shared with the Committee. Facilities Management reviews and provides analysis of the facility needs to support the Program Strategy.
- 2) Accommodation Planning Strategy: This is the work of Accommodation and Planning. They look at enrolment projections and demographics. Facilities Management provides facility planning to support the projected enrolment needs as well as clarity to project priorities and schedules.
- 3) Capital Renewal Planning Strategy: involves reviewing the Capital Program Priorities, setting design standards as well as project scheduling.
- 4) Maintenance & Energy Planning Strategy: Involves developing utility conservation programs, setting design standards, LEED principals, and equipment selections.
- 5) Operating Planning Strategy: This is the work of Senior Facilities Management. They look at department structure, staffing resources and inter-departmental alignments to support organization change.

The Facilities Management Master Plan takes a more holistic approach to Facilities planning:

- Ensures alignment with the Boards Strategic Plan.
- Ensures that individual planning strategies address the goals of the organization.

#### **4.2 Questions and Comments**

Q. Delta has asbestos. Money was allocated for science labs that were put on hold. There have been challenges with the gym floor which created challenges with the Contractor. Is this included in the renewal needs?

A. The Contractor is being taken to court so action has been taken to recover these costs.

Q. Is it optimal to have a large or small school?

A. The Ministry states that the optimal school is between 1200-1500 students. This is better for programming needs as well.

Q. Is the Secondary Renewal Grant calculated by formula or application?

A. It is a base funding. There are other funds available that you have to compete for, therefore; requiring the best business case scenario.



## **5.0 Debrief of the Public Meeting**

### **5.1 Discussion and Items for Follow-Up**

The Chair thanked the Co-Chair, Prema Rao for her assistance at the previous public meeting on May 24<sup>th</sup> at Glendale. She opened up the floor to discuss and follow up on things that were heard at that meeting.

Q. Was there any feedback as to why the HWDSB is not utilizing the empty spaces in the school?

A. We were going to discuss that under other business; however, let us address that now. Community Partnership is something that the HWDSB is currently advertising for in the local newspapers as well as with existing partners. The Ministry has specific guidelines that must be followed so any interested parties will make an application to the Ministry. This is done on a cost recovery basis in order that there would be no expense to the Board. The results of these advertisements will be shared with the Committee when we reconvene in September.

C. Superintendent Joshua stated that from a program perspective the needs of the students are considered also. That is why some of the programs are in an off site location.

C. There was an issue raised regarding having grade 7 & 8 in the high school forum. After hearing Terry Cooke's presentation I feel that this is not the best choice for the area. This does not support our programming needs and the students may not want to be in a Secondary School. I would like to continue with the same direction we had in the past and would ask the Committee to be creative and come up with something unique.

**6.0 Accommodation Options** - The Chair shared that Michael Root had provided the Committee members with two documents. The first set out a model for a possible system school. This was distributed at the public meeting. The second document was a profile of a Parkview student which was included in the correspondence handouts.

**6.1 Discussion in Small Groups** – an hour was allotted for this discussion. Mr. Del Bianco stated that he would like the Committee to discuss alternative options if the funding is not available to build a new school within the North ARC.

### **6.2 Summary from the Small Groups**

Mr. Del Bianco's group spent almost the entire time discussing student voice. The question of "how can we get Committee members out to see the programs and the schools. Superintendent Joshua is going to work toward making this happen. This group also discussed the different methods of getting in touch with the students and hearing the student voice. They are hearing from French Immersion students as well as special needs students; however, they are not hearing from the middle group which is the bulk of the group.



Mr. Wibberley's group discussed student voice as well. They discussed "how do we clearly hear the student voice? How do you get a really good cross section of both the good as well as the not so good?" They talked about Parkview and had a lot of discussion on "how do we meet the needs of our special needs students?" They also spent time on Terry Cooke's presentation and wondered how that could be incorporated into the HWDSB goals. Mr. Jamie Nunn also spoke of the principals need to begin working on the development of what the school will look like if the Board recommendation goes through. What will the integration look like? Is there research available to show results from previous integrations? Can the data from the focus groups be looked at? Are we going to be able to hear from all students?

This group went on to discuss Michael Root's proposal. They found it very interesting and wondered how viable it is. Is it something that the Committee should take seriously?

Superintendent Pam Reinholdt's group shared that they did not want to create a void in the lower City. They would like to see after school programming as well as programming within the Recreation Centre. Questions they asked were: Should we keep Delta? Should we have programs of choice? There was a lot of interest in Terry Cooke's presentation and questions on how the Committee could work toward making that happen. They discussed Michael Root's proposal and the potential to have that as an option. Should there be a transition school or a vocational school in the inner City? The Committee members would like to look at the needs of the students and their families. Then the question arose: How do we finance this? How do we make sure that we have the support and safety net for these students? They shared that it was important to build the reputation of all of the schools, to equalize the programming and to move programs into the North community to draw students into these areas.

**7.0 Minutes of the meeting of May 3, 2011**

**7.1 Errors or Omissions** – there were none.

**7.2 Approval of the Minutes** – The minutes were approved by consensus.

**7.3. Business Arising from the Minutes** – there were none.

**8.0 Minutes of the meeting of May 24, 2011**

**8.1 Errors or Omissions** – there were none.

**8.2 Approval of the Minutes** – The minutes were approved by consensus.

**8.3. Business Arising from the Minutes** – there were none.

**9.0 Correspondence**

There was one piece of correspondence that was distributed to the Committee.



## **10.0 Other Business**

### **10.1 Invitation from the South ARC Committee**

Mr. Wibberley shared a summary of the invitation. Both the North and the South Committee have a common interest in the vocational schools. The South Committee felt that it might be useful to dialogue with the North Committee in order to support their final decision. The South would like to extend the invitation to the North to join them on September 15, 2011 in the Main Auditorium to share ideas about the future of the programs and the students within the vocational schools. This would mean two meetings for the North in that particular week.

Questions:

Q. I would like to know more about their schools before committing.

A. There is no definitive Agenda at this point. The South ARC information can be found online. This does not mean that this will be a three hour meeting. The South ARC is behind the North ARC; however, they would still like to have this discussion.

Q. Would it be advantageous to introduce Michael Roots draft proposal?

C. Mr. Root indicated that some of the South Committee already has his proposal. He feels that Parkview is not a Vocational School but a Special Ed School now.

There was consensus to attend the South ARC meeting on September 15, 2011.

It was shared that the canned goods were picked up and thanks given for the Committee's generosity.

Mr. Del Bianco shared that there were three bits of information that discussed the growth of the City which would support the Committee in understanding the enrolment projections. These will be printed for the September meeting.

Michael Root shared that there is an electronic presentation that goes along with the "Profile of a Parkview Student" and the resource teacher would be happy to come in and present it to the Committee if they would like that.

**10.2 Facility Partnerships** – this was discussed earlier under 5.1 Questions.

**11.0 Adjournment** – 9:10 p.m.



BUDGET REPORT - Capital Expenses, From 2000 To 2010

BAS-2000 data (extracted Jan 27, 2011)

Summary

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
All Secondary	\$ 3,641,405.23	\$6,109,022.48	\$2,312,490.05	\$2,087,678.01	\$1,541,815.74	\$1,601,181.25	\$4,866,894.29	\$6,102,581.29	\$7,493,342.93	\$7,845,125.19	\$4,945,731.06	\$48,547,267.52

School Name	ARC												
Ancaster	West	\$89,126.43	\$0.00	\$39,382.16	\$4,812.38	\$98,885.06	\$70,173.97	\$389,053.73	\$330,011.87	\$910,073.85	\$1,455,013.14	\$497,492.31	\$3,884,024.90
Barton	South	\$1,620,447.63	\$1,844,962.94	\$680,581.54	\$1,042,000.97	\$339,161.71	\$0.00	\$1,110.33	\$23,137.00	\$2,098.24	\$28,320.00	\$63,608.69	\$5,645,429.05
Delta	North	\$266,963.87	\$136,499.99	\$5,260.42	\$64,002.24	\$290,807.76	\$350,552.96	\$84,410.33	\$916,130.74	\$1,176,529.96	\$595,997.30	\$633,649.64	\$4,520,805.21
Glendale	North	\$0.00	\$0.00	\$0.00	\$0.00	\$114,614.70	\$292,209.90	\$44,318.01	\$7,622.63	\$29,376.41	\$160,447.61	\$139,710.09	\$788,299.35
Highland	West	\$0.00	\$803,893.14	\$175,716.04	\$301,030.33	\$42,324.95	\$27,164.54	\$429,956.11	\$116,619.45	\$23,790.38	\$66,239.36	\$86,890.45	\$2,073,624.75
Hill Park	South	\$201,764.02	\$7,329.14	\$2,752.49	\$0.00	\$8,861.86	\$100,237.65	\$161,295.63	\$31,476.30	\$5,420.67	\$358,047.21	\$102,560.10	\$979,745.07
Mountain	South	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,533.12	\$0.00	\$35,766.55	\$47,201.03	\$0.00	\$0.00	\$99,500.70
Orchard Park	North	\$0.00	\$0.00	\$147,896.56	\$427.88	\$1,022.40	\$31,592.16	\$250,815.20	\$80,262.65	\$37,655.59	\$1,709,206.69	\$1,412,796.81	\$3,671,675.94
Parkside	West	\$0.00	\$2,830.00	\$29,163.96	\$14,751.78	\$0.00	\$29,680.38	\$19,448.76	\$158,567.87	\$1,853.28	\$23,238.41	\$29,405.98	\$308,940.42
Parkview	North	\$0.00	\$0.00	\$0.00	\$30,774.24	\$86,280.35	\$9,855.94	\$623,420.66	\$1,192.71	\$27,313.13	\$6,342.50	\$0.00	\$785,179.53
Saltfleet	N/A	\$0.00	\$0.00	\$3,041.64	\$0.00	\$0.00	\$0.00	\$34,185.92	\$19,093.54	\$121,135.33	\$109,136.21	\$688,834.87	\$975,427.51
Sherwood	South	\$0.00	\$0.00	\$3,041.64	\$160,575.66	\$32,592.92	\$83,923.95	\$59,985.01	\$196,162.55	\$310,331.83	\$9,451.36	\$16,805.32	\$872,870.24
SAM	South	\$144,823.52	\$5,097.03	\$8,970.54	\$243,363.70	\$34,348.76	\$1,911.89	\$123,986.98	\$1,751,080.65	\$1,726,518.18	\$355,664.61	\$-15899.52** 1	\$4,379,866.34
SJAM	North	\$0.00	\$2,743.51	\$99,161.43	\$0.00	\$19,425.60	\$4,728.60	\$1,782,589.67	\$1,487,434.53	\$171,900.19	\$537,685.78	\$823,629.80	\$4,929,299.11
SWCH	North	\$2,090.81	\$391,545.29	\$0.00	\$0.00	\$224,901.55	\$365,610.56	\$333,915.24	\$436,800.03	\$215,190.72	\$49,303.21	\$36,682.12	\$2,056,039.53
WDHS	N/A	\$0.00	\$39,524.96	\$0.00	\$0.00	\$0.00	\$0.00	\$168,271.82	\$151,888.80	\$67,294.58	\$17,879.69	\$1,767.25	\$446,627.10
Westdale	West	\$673,800.95	\$2,321,090.48	\$929,806.65	\$23,340.49	\$48,736.46	\$0.00	\$167,188.48	\$269,814.36	\$2,400,779.91	\$2,266,302.93	\$61,115.30	\$9,161,976.01
Westmount	N/A	\$0.00	\$51,787.84	\$130,712.64	\$0.00	\$104,563.54	\$28,422.72	\$0.00	\$57,443.64	\$91,609.13	\$96,849.18	\$366,681.85	\$928,070.54
Note: For economy of scale some projects are tendered as one project for various schools.		\$642,388.00	\$501,916.17	\$57,002.34	\$202,598.34	\$95,288.12	\$188,582.91	\$192,942.41	\$32,075.42	\$127,270.52	\$0.00	\$0.00	\$2,040,064.23
Totals		\$3,641,405.23	\$6,109,022.48	\$2,312,490.05	\$2,087,678.01	\$1,541,815.74	\$1,601,181.25	\$4,866,894.29	\$6,102,581.29	\$7,493,342.93	\$7,845,125.19	\$4,945,731.06	\$48,547,267.52
		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

\* \*1 Credit to reflect revisions to scope of work





May 2011

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Commissioned by the United Way of Burlington and Greater Hamilton



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## **ACKNOWLEDGEMENTS**

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## 1.0 INTRODUCTION

Hamilton has seen important economic and political changes over the last decades, such as the shrinking of the manufacturing workforce and the amalgamation of the regional municipalities into one city. During this time, there have also been many broad social trends that have affected Hamilton. This changing social landscape is the focus of this report.

In the last few years, a number of efforts have been undertaken to deepen the analysis and understanding of social trends in Hamilton<sup>1</sup>. Hamilton's Social Landscape builds upon the information presented in many of these reports and tries to avoid duplication as much as possible. This report focuses on a few key socio-economic variables that are of special concern to social and urban planners and social service providers. The report highlights the recent historical trend of these variables along with comparisons to other communities.

This report focuses primarily on groups or social issues for which data is already collected and relatively accessible. There are many groups of Hamilton residents for which there is a scarcity of data, but yet still require attention by the community to improve conditions for all. These would include many significant segments of our society including: the lesbian, bisexual, gay, transgender and queer community, precarious workers, temporary foreign workers and grandparents raising their grandchildren, among others. Readers are invited to examine other reports for information on groups and variables not discussed in this report.

---

<sup>1</sup> Among the important reports are the following:

- 1) *Social and Health Issues Report* Published in 2005 by the City of Hamilton.  
<http://www.hamilton.ca/HealthandSocialServices/Research/SHIR.htm>
- 2) *Hamilton Diversity Scan* Published by the Hamilton Community Foundation in 2008.  
<http://www.hcf.on.ca/pdf/diversityscan.pdf>
- 3) *Incomes and Poverty in Hamilton* Originally published in 2006 and updated in 2009. Produced by the SPRC with financial support from the United Way. <http://sprc.hamilton.on.ca/Poverty/Poverty.php>
- 4) *Community Profiles* of each of the former municipalities within the City of Hamilton. Commissioned by the United Way and produced by the SPRC in 2008 and updated in 2009.  
<http://sprc.hamilton.on.ca/Reports.php>
- 5) *Women and Poverty in Hamilton* Produced by the Social Planning and Research Council with financial support from the United Way in 2010: <http://sprc.hamilton.on.ca/Poverty/WomenAndPoverty.php>
- 6) *Demographic Profile* A technical report part of *The Playbook: A Framework for Human Services Planning in Hamilton*. Published by the City of Hamilton in 2010.  
<http://hamilton.ca/HealthandSocialServices/SocialServices/humanservicesplan>
- 7) *Code Red: Where you live affects your health* Published by the Hamilton Spectator in 2010.  
<http://www.thespec.com/topic/codered>
- 8) *Adequate, Suitable, Affordable? Housing in Hamilton* Produced by the Social Planning and Research Council with financial support from the United Way in 2010.  
<http://sprc.hamilton.on.ca/Reports/pdf/Adequate-Suitable-Affordable-Report-on-Housing-in-Hamilton.pdf>
- 9) *Vital Signs* Published by the Hamilton Community Foundation in 2010. <http://www.hamiltonvitalsigns.ca/>
- 10) *Seeking Better Outcomes for Youth in Hamilton* Commissioned by the United Way and produced by the SPRC in 2010.  
<http://sprc.hamilton.on.ca/Reports.php>



## 1.1 Census data issues

Most of the data presented in this report is gathered by Statistics Canada through the Census of Population conducted every five years. The census is considered the gold standard of data collection methods.

“In Canada, the census is the only reliable source of detailed data for small groups (such as lone-parent families, ethnic groups, industrial and occupational categories and immigrants) and for areas as small as a city neighbourhood or as large as the country itself. Because the Canadian census is collected every five years and the questions are similar, it is possible to compare changes that have occurred in the make-up of Canada's population over time.”<sup>2</sup>

Until recent changes to the census, eighty-percent of households received the short questionnaire, which in 2006 had eight questions, including sex, date of birth, marital status, and mother tongue. All residents of Canada must answer these questions during the census, no matter where they live, whether in private dwellings or “collective dwellings” (which includes rooming houses, prisons, shelters, nursing homes, etc). In the case of residents living in institutions, administrative records are often used to answer questions if the information cannot be determined from the resident.

In previous census cycles, twenty percent of households received the mandatory long questionnaire which in 2006 included an additional 53 questions on a wide variety of topics including dwelling characteristics, income and earnings, labour force participation, education, ethnic origin, place of birth, etc. These questions were only sent to private households. This means that detailed census data (including poverty rates) are not collected for populations living in collective dwellings, such as seniors living in nursing homes, agricultural workers living in work camps, individuals living in shelters or even rooming houses.

While the 2006 census data presented in this report is the most recent data available, it nonetheless dates from almost five years ago. The value in the presentation of the data in this report is principally in the comparisons both historical and regional. Even though many social indicators will have changed since 2006, the historical perspective and benchmarks of neighbouring municipalities and regions gives a deeper perspective than just the raw data for the indicator.

The decision to change the 2011 census by the federal government will have negative impacts on any potential future editions of this report. Removing the long form from the census and putting it in a voluntary National Household Survey will mean that data from 2011 will most likely not be comparable to previous census data, due to methodological issues. There are also concerns that data will no longer be able to be released at the neighbourhood level, due to small sample sizes and response bias.

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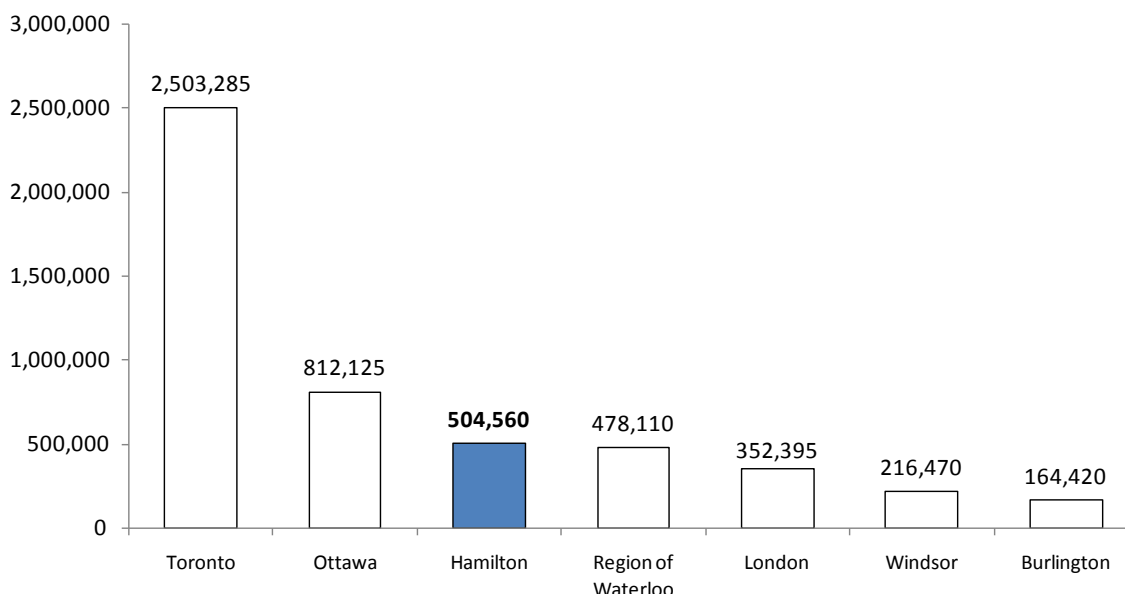
<sup>2</sup> <http://www12.statcan.ca/census-recensement/2006/ref/about-apropos/faq-eng.cfm>



## 1.2 Comparison to other cities

In this report, we have chosen to highlight data from other jurisdictions along with Hamilton data to give broader context to the analysis. The population sizes of the selected communities are shown in Chart 1. In choosing the communities for comparison, no single criterion was established. Rather, each city or region was included for its own reasons. Some of the general similarities of each community with Hamilton are the following: the City of Ottawa and the Region of Waterloo both have dense urban areas and large farmland areas; the City of Windsor has a large manufacturing employment base; the cities of Toronto and Ottawa were both amalgamated in the last decade; the City of London and the Region of Waterloo have relatively close population sizes to Hamilton; Burlington is of course Hamilton's neighbour and shares workforce commuting patterns. But as demonstrated throughout this report, Hamilton is distinct from each community in numerous ways.

**Chart 1. Population of selected communities, 2006**



*Data source: 2006 Census of Canada, Statistics Canada*

Occasionally, data presented in this report is not available for each of these specific communities, so instead data will be shown for the regional area encompassing the communities in question. Specifically, Halton Region will be shown when data is not available for Burlington, the Middlesex Census Division for London, the Kitchener Census Metropolitan Area for the Region of Waterloo, and the Essex Census Division for Windsor.

## 1.3 Maps

This report includes eight maps to dig deeper into social trends in Hamilton and explore the diversity of Hamilton's neighbourhoods. Many of the maps include both a range of colours to indicate the proportion of a given indicator within each neighbourhood and a circle or other symbol, and its varying size represents the size of the population in question in each neighbourhood. Having both of these layers on the maps helps answer two important questions: where is the area with the greatest proportion of a given indicator, and which are the neighbourhoods with the largest number of residents belonging to a given category. Often these two questions may lead to the same neighbourhoods. But in other cases a neighbourhood with a large population may have a small proportion of seniors for example, but because the population of the neighbourhood is so large, the actual number of seniors may be much higher than a neighbourhood with a large proportion of seniors but a smaller number of total residents. Each of these ways of looking at population data are useful in different circumstances, and that is why the maps attempt to convey as much of this information as possible.



As discussed earlier, this report has tried to avoid duplicating information about Hamilton that may have already been published by other organizations. This is the main reason maps were not provided for all indicators in this report. Statistics Canada has published a series of thematic maps on its website and is available to anyone who would like to see maps of these specific populations in Hamilton:

- Children
- Seniors
- Lone parents
- Recent immigrants
- Visible minorities
- Proportion of renters and owners spending 30% or more on shelter costs.

All of these maps and others are available at the following address:

[http://geodepot.statcan.gc.ca/2006/13011619/200805130120090313011619\\_05-eng.jsp?geo=Hamilton&serie=CMA&callingName=200805130120090313011619\\_05-eng.jsp&fileName=&Submit=Next#theme](http://geodepot.statcan.gc.ca/2006/13011619/200805130120090313011619_05-eng.jsp?geo=Hamilton&serie=CMA&callingName=200805130120090313011619_05-eng.jsp&fileName=&Submit=Next#theme)

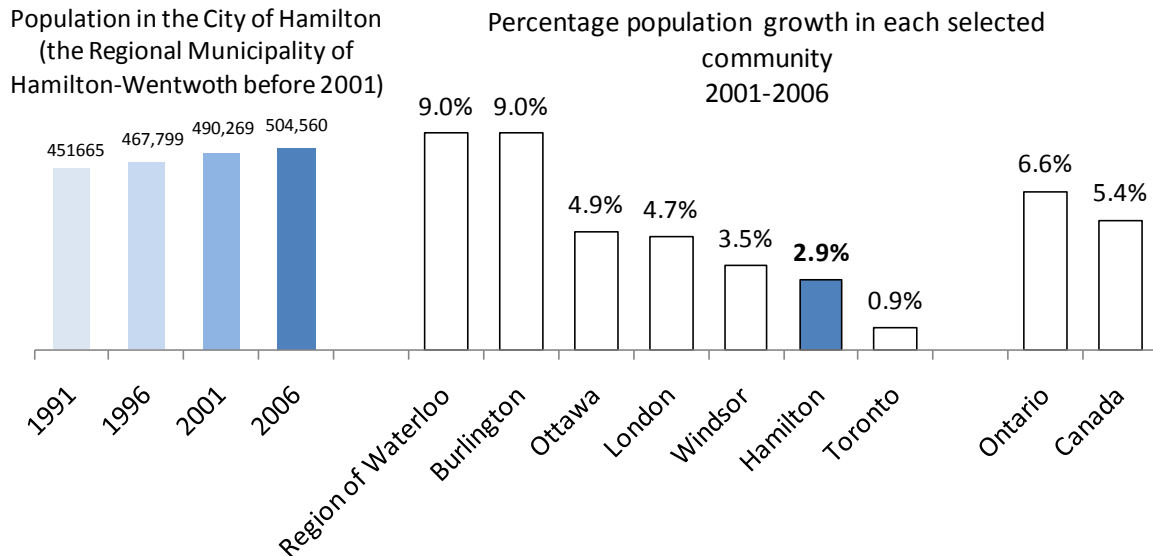
In addition, the SPRC's *Community Profiles* report includes maps for most of these same indicators for each of Hamilton's former municipalities. The SPRC's *Incomes and Poverty in Hamilton* report also includes maps of the distribution of poverty in Hamilton, including a map of child poverty. Both of these reports are available in the reports section of the SPRC's website.



## 2.0 POPULATION GROWTH

The growth in Hamilton's population, at just under 3% from 2001 to 2006, has been much lower than most other comparable cities, only higher than Toronto's (0.9%) and was less than half the average for Ontario (6.6%) (Chart 2).

**Chart 2. Recent population growth**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

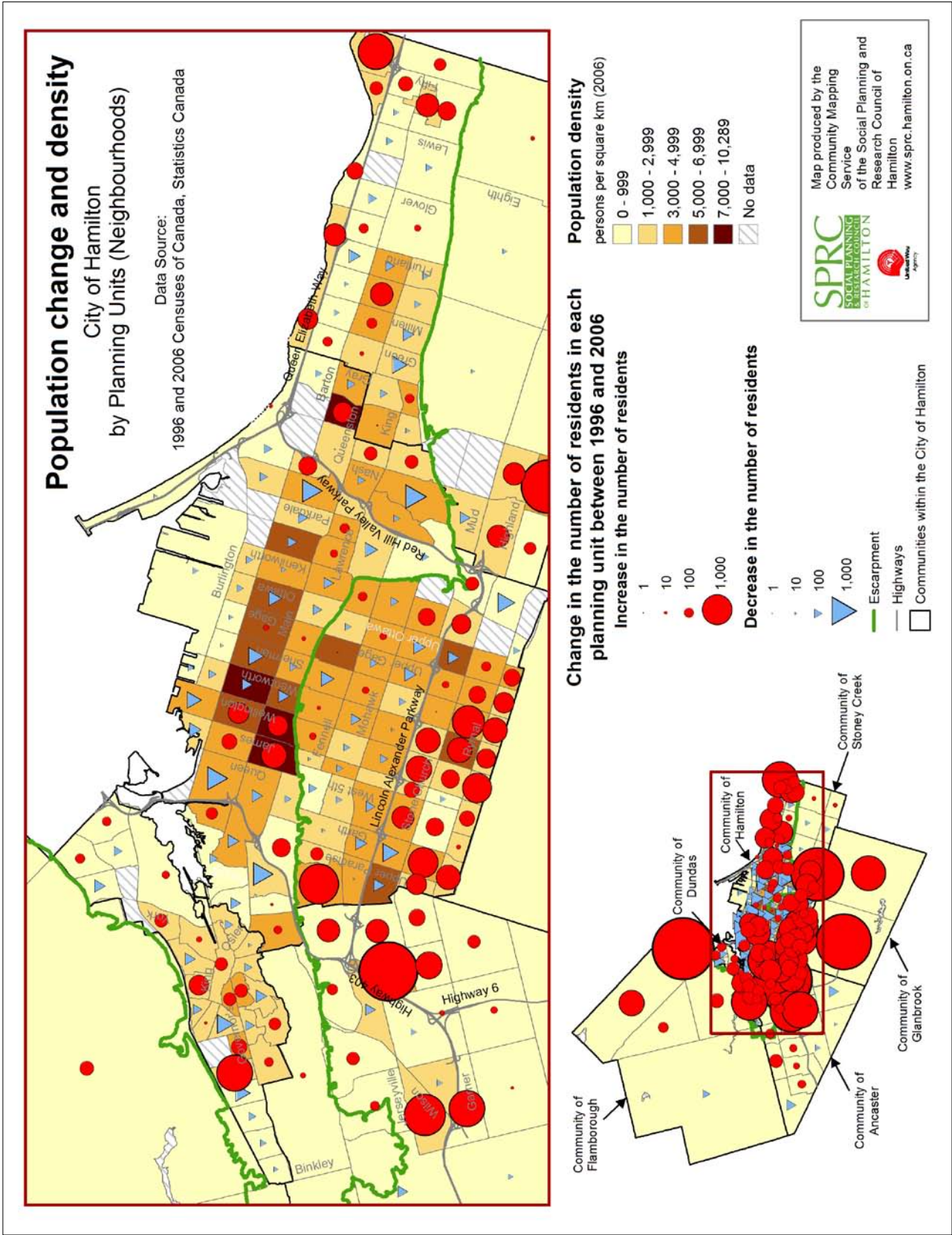
The SPRC's Community Profiles reports showed that most of the City's growth has been in the suburban areas, such as Ancaster and Glanbrook, while the more densely populated communities of Dundas and Hamilton had almost stable populations in this time period. Map 1 on the following page gives a more detailed view of population density by neighbourhood.

This map shows that the majority of Hamilton's population growth has been in the suburban areas where new subdivisions have been built and attracted families to live there. This is especially evident on the south Mountain, Waterdown and parts of Ancaster. In contrast, most of the older neighbourhoods in the lower city and on the Mountain north of the Linc have experienced population declines. Not surprisingly these population declines have had a negative effect on many neighbourhoods. One major example is school closures which is discussed in Chapter 3.

But population declines are not the rule in all of Hamilton's older neighbourhoods. In the lower city, three of the four neighbourhoods with the highest population densities have experienced large increases in the number of residents (Durand, Corktown and Riverdale). These high density neighbourhoods attract new residents in part because they are relatively well served by transit, businesses and other amenities. This makes these neighbourhoods more walkable than other neighbourhoods, which adds to their attractiveness. The city has begun taking policy steps to try to create the same conditions in other neighbourhoods so that they also become "complete communities".



Map 1.





## 2.1 Future population growth

The provincial Ministry of Finance prepares population projections for Census Divisions across Ontario on an annual basis. These projections are principally based on historical patterns of growth, immigration, birth and mortality rates. The most recent projection was completed in the spring of 2010 and shows that Hamilton will have below average growth for Ontario, and second lowest among our selected comparable communities (Chart 3). While Hamilton's growth outpaced Toronto's in the 2001-2006 period, the projections show that the trend will reverse and that Toronto will grow more quickly than Hamilton in the coming decades. The projections show that Hamilton's neighbour, Halton Region, will have more than five times the rate of growth as Hamilton, on average 3.7% per year, compared to Hamilton's 0.8% growth per year. The projections also predict that the Region of Waterloo's population has this year (2011) become larger than the city of Hamilton.

Among the factors affecting the lower projected growth rate in Hamilton are the higher proportion of seniors in our population and a lower than average rate of newcomer immigrants settling in Hamilton. One way the City of Hamilton is responding to these challenges is the creation of the Immigration Partnership Council which in 2010 adopted a *Hamilton Immigration Strategy and Action Plan* to guide the city and its partners to help build a more inclusive city that will attract and retain a greater share of immigrants to Canada.

In contrast to the Ministry of Finance Population projections, Ontario's Ministry of Infrastructure has also released what could be termed "population targets" for 21 cities, regions and counties within the Greater Golden Horseshoe (GGH) area of Southern Ontario. These population forecasts are based on the view that the region cannot continue to grow in the same way that it has over the last few decades:

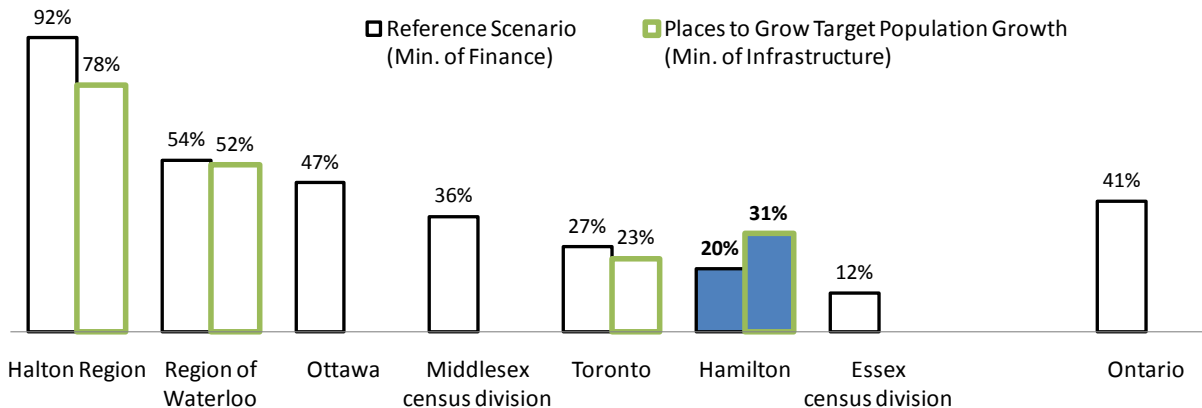
Over the next quarter century, communities within the GGH will continue to experience the benefits that come with growth, including: vibrant, diversified communities and economies; new and expanded community services; and arts, culture and recreation facilities. However without properly managing growth, communities will continue to experience the negative aspects associated with rapid growth, such as increased traffic congestion, deteriorating air and quality, and the disappearance of agricultural lands and natural resources. (*Places to Grow: Growth Plan for the Greater Golden Horseshoe*, 2006)<sup>3</sup>

The distribution of population growth within a city is largely influenced by the locations to build new homes chosen by developers, who generally prefer greenfields (open, undeveloped land). The new provincial legislation, the *Places to Grow Act*, prioritizes intensification of population in already built up areas and will have some impact on the distribution of population growth within Hamilton in the coming decades. The population targets in the *Places to Grow Growth Plan for the Greater Golden Horseshoe Area* also take into account that the historical patterns of growth in GTA that form much of the basis of the Ministry of Finance's projections cannot continue because cities like Mississauga, Oakville, and Burlington are quickly running out land for new subdivisions.

Chart 3 combines both the Ministry of Finance's population projections as well as the Ministry of Infrastructure's population targets in the *Places to Grow* growth plan for the region. Among this report's set of comparable communities, Hamilton is the only community expected to intensify its population growth substantially as compared to what growth might look like without any policy changes ("Reference Scenario" published by the Ministry of Finance). Among the entire set of communities within the Greater Toronto and Hamilton Area (GTAH), Durham Region, which includes Oshawa and Pickering, is the only other community expected to increase its growth from the reference scenario to become a bigger node within the GTAH.

<sup>3</sup> <http://www.placestogrow.ca/images/pdfs/FPLAN-ENG-WEB-ALL.pdf>



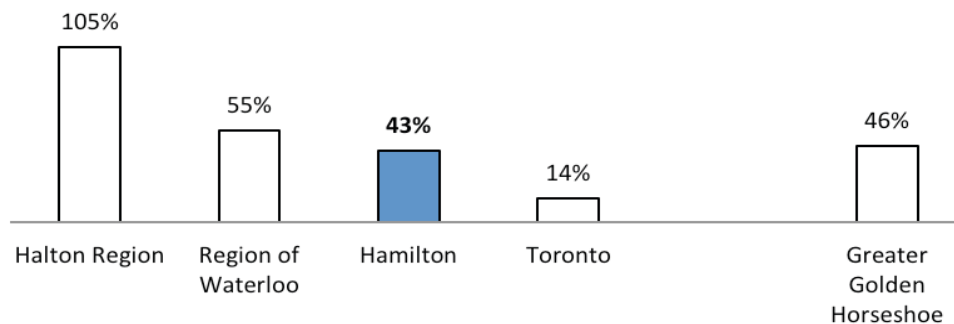
**Chart 3. Projected population growth by selected census divisions, 2006-2031**

Data sources:

Reference Scenario: Ministry of Finance, Ontario Population Projections Update 2008-2036, Spring 2010, based on the 2006 Census

Places to Grow Target Population Growth: Ministry of Infrastructure, Places to Grow Growth Plan for Greater Golden Horseshoe (2006)

The *Growth Plan for the Greater Golden Horseshoe* also places emphasis on creating more employment nodes within the region in part to make outlining areas more attractive to live near and to reduce the amount of commuting by employees and the accompanying traffic congestion. Chart 4 shows that Hamilton's expected employment growth will be 43%, which is just below the average for the Greater Golden Horseshoe area.

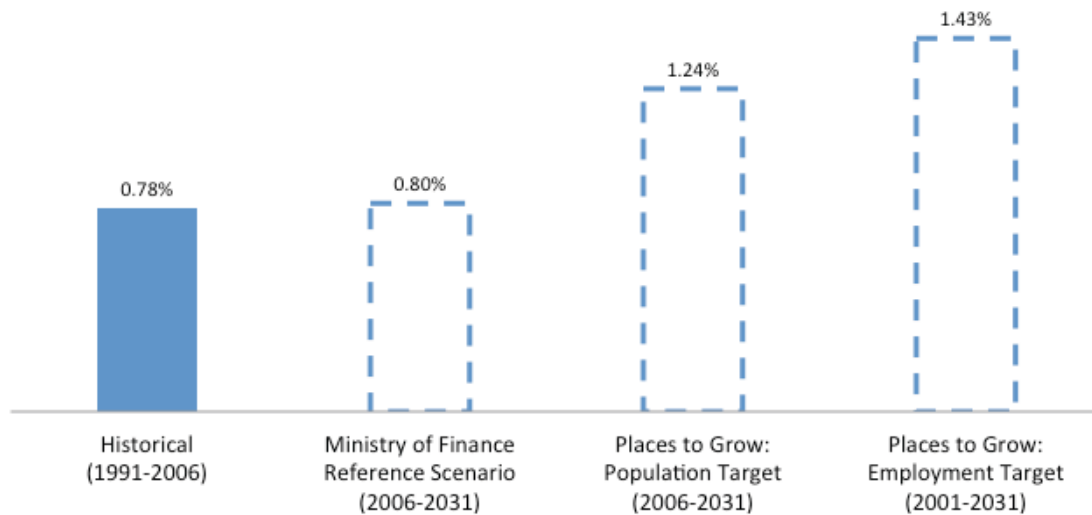
**Chart 4. Expected employment growth by selected communities within the Greater Golden Horseshoe, 2001-2031**

Data source: Ministry of Infrastructure, Places to Grow Growth Plan for Greater Golden Horseshoe (2006)

Combining into one chart Hamilton's historical growth and different forecasts (Chart 5) shows the *Place to Grow* growth plan targets an average population growth of 1.24% per year for Hamilton, compared to a targeted average employment growth of 1.43% per year. If these targets are met and employment grows faster than population in the years to come, there may be fewer Hamiltonians who need to commute outside of the city for work.



**Chart 5. Comparisons of average annual growth (historical and forecasted), City of Hamilton**



Data sources:

1991 and 2006 Censuses of Canada, Statistics Canada

Reference Scenario: Ministry of Finance, Ontario Population Projections Update 2008-2036, Spring 2010, based on the 2006 Census

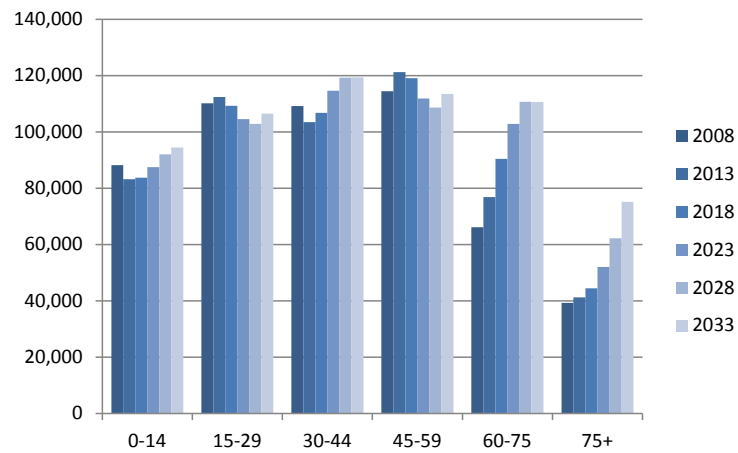
Places to Grow Target Population and Employment Growth: Ministry of Infrastructure, Places to Grow Growth Plan for Greater Golden Horseshoe (2006)

## 2.2 Future growth by age groups

The Ministry of Finance projections are the only ones that include forecasts for the size of various age groups. But as described above, these projections are based on "if nothing changes" assumptions, which may not be valid, as the province is pushing municipalities to achieve different population targets that the Ministry of Finance's "reference scenario". The Ministry of Finance age group projections however are still informative to give a general picture.

Chart 6 shows that the Ministry of Finance's projection for Hamilton's senior population is that it will grow by 93% by 2033. This is due to the aging of the baby boomer cohort including the aging of immigrants who arrived in previous decades. In contrast, the Ministry expects much more modest growth in the other age groups. Their predictions mean that by 2033 the proportion of seniors in Hamilton's population will rise to 24% (currently 15%). In contrast the proportion of children under age 15 will decrease to 15% (currently 17%). If, however, the city of Hamilton achieves the *Places to Grow* targets for population and employment growth, this will mean Hamilton will have attracted more working age adults, which will reduce the overall proportion of seniors in its population. But the total number of seniors may be as large or even larger even if the *Places to Grow* targets are met.



**Chart 6. Projected population growth by age groups, City of Hamilton, 2008-2033**

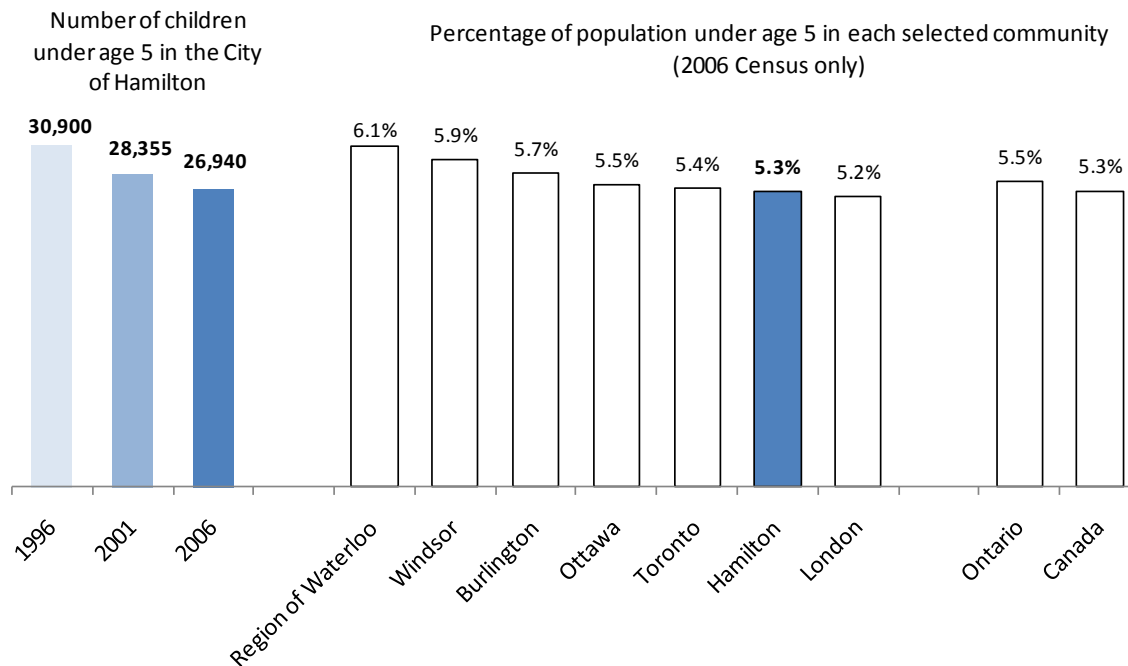
Data source: Ministry of Finance: Ontario Population Projections Update 2008-2036, Spring 2010 based on the 2006 Census



### 3.0 CHILDREN

One factor that is contributing to Hamilton's slower population growth is the declining number of children. The population of children under five years of age has decreased by almost 13% in the 1996-2006 period, from almost 31,000 children to just under 27,000 (Chart 7). Among comparable communities, Hamilton's proportion of children under five (5.3%) in its population is only higher than London (5.2%) and lower than the Ontario average (5.5%).

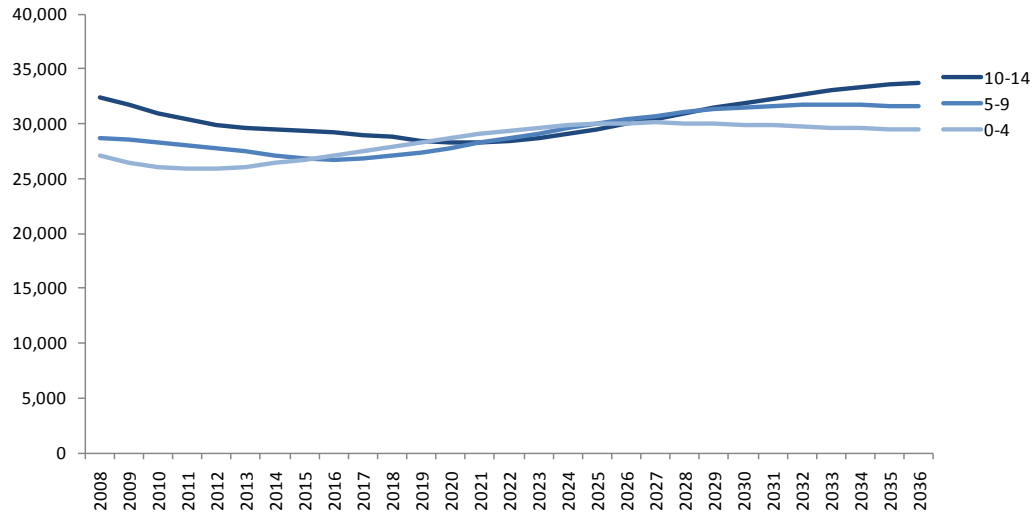
**Chart 7. Young children**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

The most recent population projections from the Ministry of Finance forecast that the decline in the number of children will end in the next decade and that after that Hamilton should see a slight increase in the number of children by 2030 and beyond (Chart 8). If, however, the city of Hamilton achieves the *Places to Grow* targets for population and employment growth, this will mean Hamilton will have attracted more families with children, which will increase the overall proportion of children in its population.



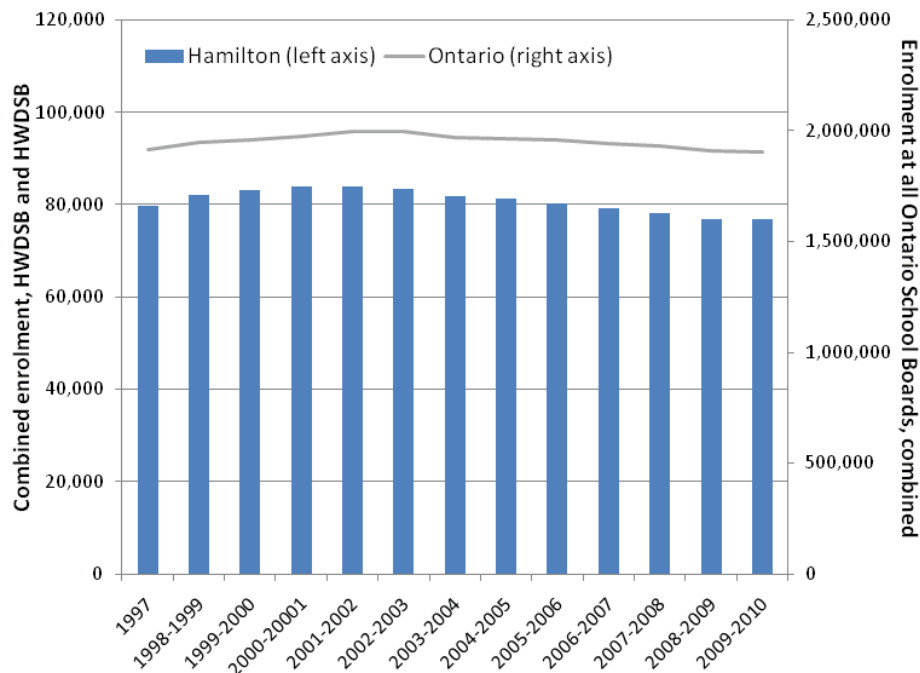
**Chart 8. Projected population of children by age groups, City of Hamilton, 2008-2036**

Data source: Ministry of Finance Ontario Population Projections Update 2008-2036, Spring 2010 based on the 2006 Census

### 3.1 School enrolment

One of the major consequences of the declining number of children has been declining enrolment in schools. The enrolment in publicly-funded schools in Hamilton (Chart 9) shows that in the early part of the last 13 years, enrolment was increasing, but after peaking at just over 84,000 students in 2001-2002, there has been a drop of over 7,000 students when compared to the 2009-2010 school year. This pattern is seen in the Ontario enrolment figures as well. It is important to note that these figures do not include enrolment in private schools.

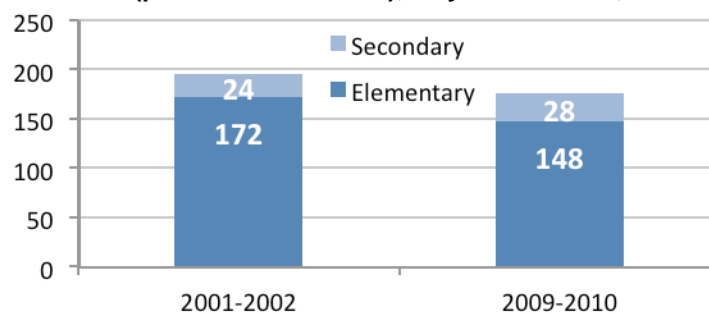


**Chart 9. School enrolment, Hamilton and Ontario, 1997-2010**

Data source: School Board Funding Projections for the 2010–11 School Year, Ministry of Education

### 3.1.1. School closures in Hamilton

Because school board funding is tied to the number of students registered, the most important consequence of this trend has been the closing of schools in the city. As illustrated by Chart 10, Hamilton school boards now have 20 fewer schools combined than in 2001-2002. This data does not include private schools, which have grown in number in this time period. In fact, the increasing enrolment in private schools and the increasing popularity of home-schooling are also part of the reason the publicly-funded school boards have seen declines in their enrolments in Ontario. The Hamilton-Wentworth District School Board (HWDSB) has positioned its “Programs of Choice” schools in some ways to combat this phenomenon. School boards across Ontario, such as the HWDSB is counting on magnet schools with special programs in sports, arts, social justice, and other specialized areas to attract students from across the city and increase enrolment at schools that might otherwise be considered for closure.

**Chart 10. Number of schools (public and Catholic), City of Hamilton, 2001-2010**

Data source: City of Hamilton, Ministry of Education



The map of schools opened and closed in the last four years shows that the portion of the city below the escarpment (including Dundas) has had 16 schools closed or planned to be closed, with two new schools opened and four schools rebuilt at the same locations. Above the escarpment six schools have been closed, five new schools opened and two schools were rebuilt (Map 2). The areas in which schools have closed are usually areas with low or negative population growth, but many are also some of the areas with the highest concentration of poverty.

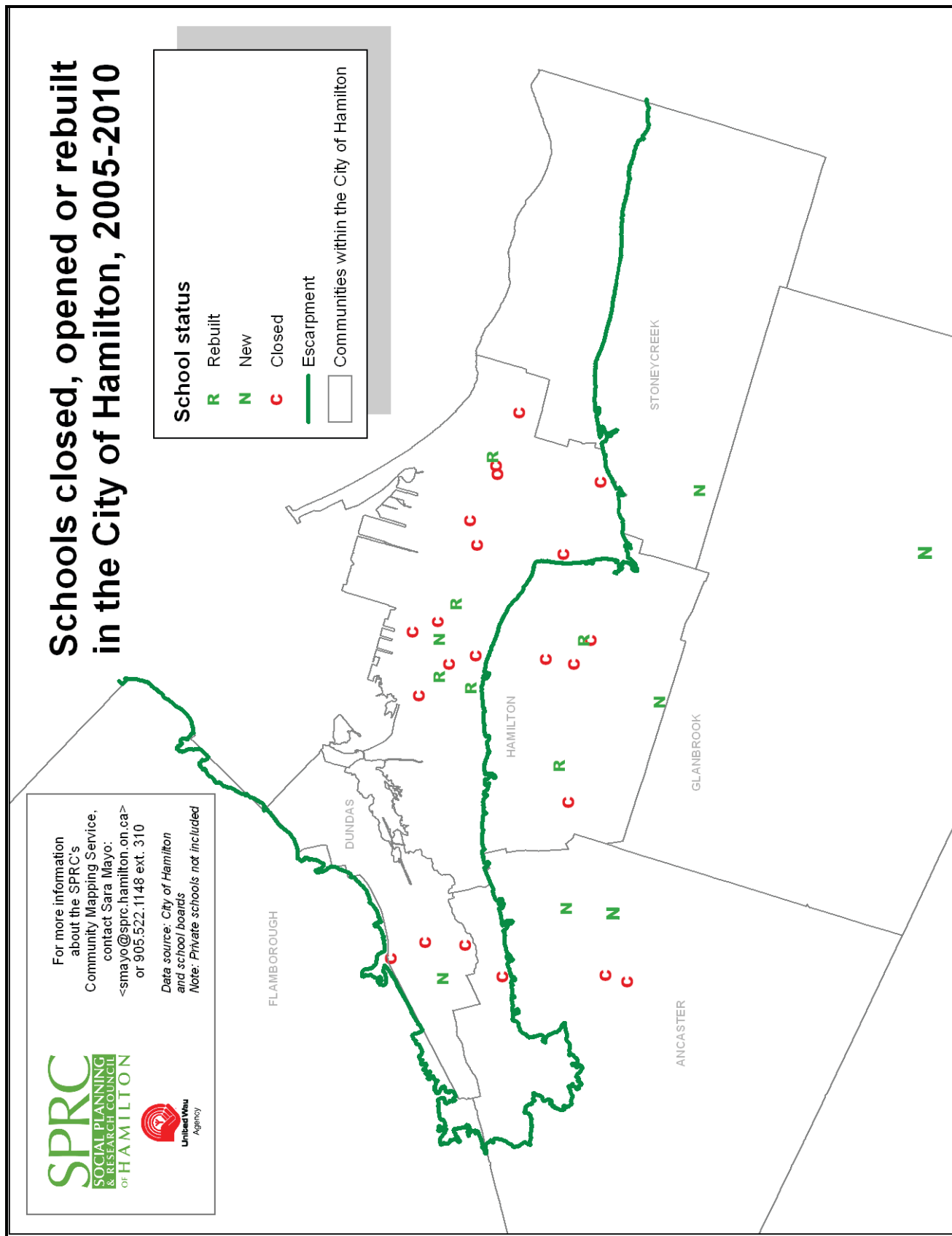
East Hamilton has seen the most dramatic reduction in the number of schools. Between Wellington St and Centennial Parkway, 11 schools have been closed in the last six years, with three modern schools replacing them (rebuilt or new school added). The pressures to close East Hamilton schools are continuing, with the recent announcement that Parkview and Delta High Schools are in jeopardy of closing in 2013. This would leave Sir Winston Churchill (near Parkdale) as the HWDSB's only high school between Bay Street and the Red Hill Valley. The slow or negative population growth in many East Hamilton neighbourhoods has led the mathematical case for closing these schools. But high schools are enormously strategic assets to neighbourhoods and with the city and its partners currently investing in neighbourhood revitalization strategies, many residents are asking the HWDSB to find another way to reconfigure its schools portfolio and budget problems. The balance between major growth in the suburbs due to urban sprawl and landmark schools in low growth historical neighbourhoods is a challenge common to many schools boards across Canada. Ultimately, a key part of any solution is urban planning that takes into account the needs of the entire city population, including residents in lower income neighbourhoods whose voices are not often heard at planning meetings, as well as the full costs of growth in new areas.

School closings have a major impact in the neighbourhoods in which they were located. While children often benefit by attending the newer larger schools with better facilities and more programs, the extra distance in their daily commutes generally can have a negative impact on children and their families. With schools now further away from each other, more children are being driven or bussed to school, which is one of the many causes of increasing obesity rates among children. In addition, the school's community development role and anchor for community activities is often lost when a school is closed. Some schools are torn down completely while others are sold to developers who have turned them into condominium housing.

By law, schools must sell their vacant buildings and land at market prices to fund the construction of new schools. More recently Ontario changed the regulations to order schools to offer to sell their real estate to public institutions (including other school boards, universities and colleges and the city) at market prices before private developers. The former Robert Land School on Wentworth Avenue North is an example of where local community groups collaborated to purchase a recently closed school and turn into a community centre, now named the Eva Rothwell Centre. This is one way that neighbourhoods can prevent the entire loss of community assets when school boards make decisions that they cannot otherwise control.



Map 2.

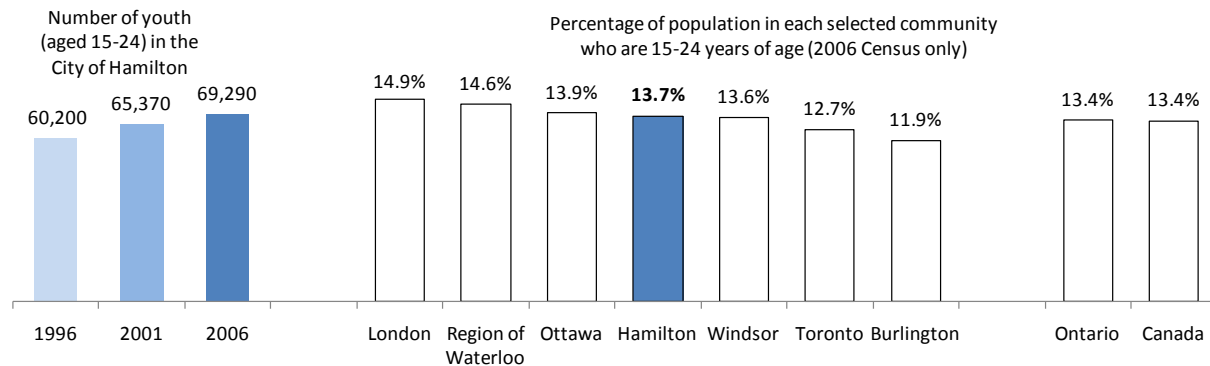




## 4.0 YOUTH

Among the fast growing groups in Hamilton has been the youth population. Between 2001 and 2006, the youth population grew by 6%, over twice as fast as the general population (which rose just 2.9%). Almost 70,000 young people between the ages of 15 and 24 lived in Hamilton according to the last census (Chart 11). Youth made up 13.7% of the total population, just slightly above the provincial average. Population projections predict the size of the youth population will soon stabilize, but the issues youth face will continue to be complex and require special attention.

**Chart 11. Youth aged 15-24**



The 2010 SPRC report, *Seeking Better Outcomes for Youth in Hamilton*, reveals a youth population profile that is complex and varied. It points to a series of eight critical issues that have a powerful influence on the healthy development of youth. These issues are poverty, early school leaving, employment, disconnection from family, community and services, homelessness, discrimination, mental health issues and substance use.

### *Poverty*

In 2005, the rate of poverty for youth in Hamilton was 21% compared to 18.1% for the general population. While the poverty rate is relatively equal between male and female youth, other populations of young people face higher rates. Newcomer youth face the highest poverty rates: 55.2% of youth who arrived in Canada between 2001 and 2006 live in poverty. Visible minority youth also experience high poverty rates with almost 40% living in poor families.

### *Early school leaving*

In 2006, the percentage of youth in Hamilton between the ages of 15 and 24 who were not attending school was 38% compared to 35% in Ontario as a whole. The Hamilton Spectator's Code Red Series showed that high school drop-out rates varied tremendously with the city, with the highest rates being in areas with the highest poverty rates, two issues closely intertwined.

### *Employment*

In Hamilton, the unemployment rate for youth is two times that of the entire population of the City. More than 16% of the total workforce is made up of youth who live in a low income bracket, suggesting that youth who live in poor families are more likely to work. Newcomer youth who have arrived in Hamilton between 2001 and 2006 are less likely to be participating in the labour force than the overall youth population. Youth of color also face lower than average rates of participation in the labour force, however, they face approximately the same level of unemployment.

### *Disconnection from family, community and services*

Local research has identified that there is a lack of youth engagement in three critical areas in Hamilton: family, community and services. Some factors that contribute to youth disconnection are family poverty level, family structure, parental unemployment, welfare receipt, parental education, age and



race/ethnicity. Youth disconnection is tied to negative outcomes such as poverty, early school leaving, mental health and substance use issues, criminality, young parenthood and lack of employment.

#### *Homelessness*

Youth homelessness is considerably different from adult homelessness. The cause of adult homelessness is generally socio-economic factors that impact on the ability to afford housing. For youth, homelessness can almost entirely be attributed to major family conflict and breakdown. A trend suggested in youth Notre Dame shelter usage data from 2004 to 2008 is that young people are accessing the shelter more often but for shorter stays. It has also been identified that the number of young men accessing the shelter has dropped by 10% while the number of women has risen 10%.

#### *Discrimination*

Youth are stereotyped and discriminated against on the basis of their age and preconceived judgments. One of the most serious areas in which Hamilton's youth face discrimination is in housing. Young people are discriminated against by landlords and face difficulty in finding safe and affordable housing options. The issue of age discrimination often intersects with other forms of oppression, namely racism, gender, sexuality, street-involvement, and socio-economic status. Youth identify feeling that popular culture negatively portrays them as violent and aggressive. These perceptions are found to be persistent in Hamilton even though the majority of youth are active participants in their community and school.

#### *Mental health issues*

A young person's experiences of mental health are affected by many factors including personality, family life, socio-economic situations and access to treatment. In 2005, Hamilton youth ages 12 to 19 were twice as likely to rate their mental health as fair or poor than the overall population of youth in Ontario. In addition, youth in Hamilton face struggles in accessing supports. According to the Ministry of Children and Youth Services, Hamilton and Niagara have the longest wait times for youth accessing supports of any region in Ontario.

#### *Substance use*

In Hamilton, youth have higher rates of substance use than the youth population of Ontario as a whole. While alcohol is the most frequently used substance, Hamilton youth are also more likely than the provincial average to use other drugs including cannabis, hallucinogens, stimulants, Ecstasy and cocaine. Of youth aged 12 to 19, 12.3% smoke daily or occasionally and a total of 63% youth aged 15 to 19 years have had at least one occurrence where they consumed 5 or more drinks in a single occasion within the past year.



## 5.0 SENIORS

While the number of children in our city is in decline, the senior population is growing substantially, as it is throughout Canada. Between 1996 and 2006, Hamilton had an additional 9,125 seniors. Seniors are almost 15% of Hamilton's population, which is only lower than Burlington's proportion of seniors among the set of comparable cities (Chart 12).

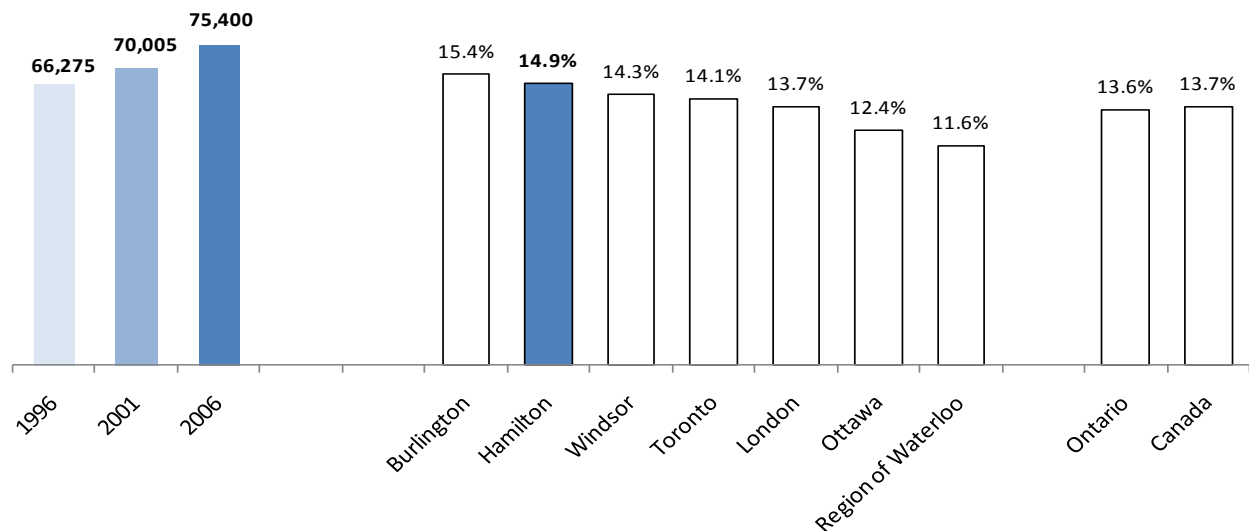
The SPRC's *Community Profiles* report showed that all regions of the city are experiencing growth in their senior populations, but that some of the suburban areas such as Ancaster have the highest growth rates in seniors in part due to new seniors' residences and long term care facilities being built there.

The rapid growth of the senior population as well as the changing geographical distribution of seniors within the city will continue to be a challenge for planning infrastructure and services to meet their needs. For example, more mobile services, such as home care, meals on wheels, bookmobiles and volunteer shoppers, will be needed so that seniors can remain in their homes longer. Public transit will be in greater demand in more parts of the city as the population ages, due to older residents who cannot or chose not to drive. More respite care for caregivers will be needed, such as day programs for seniors or home care workers so that family caregivers can take regular time off. More services will also need to be tailored to the increasing diversity within Hamilton's senior population, as more recent cohorts of immigrants become older.

**Chart 12. Seniors (age 65 and over)**

Number of persons 65 and older in the City of Hamilton

Percentage of population 65 and older in each selected community (2006 Census only)



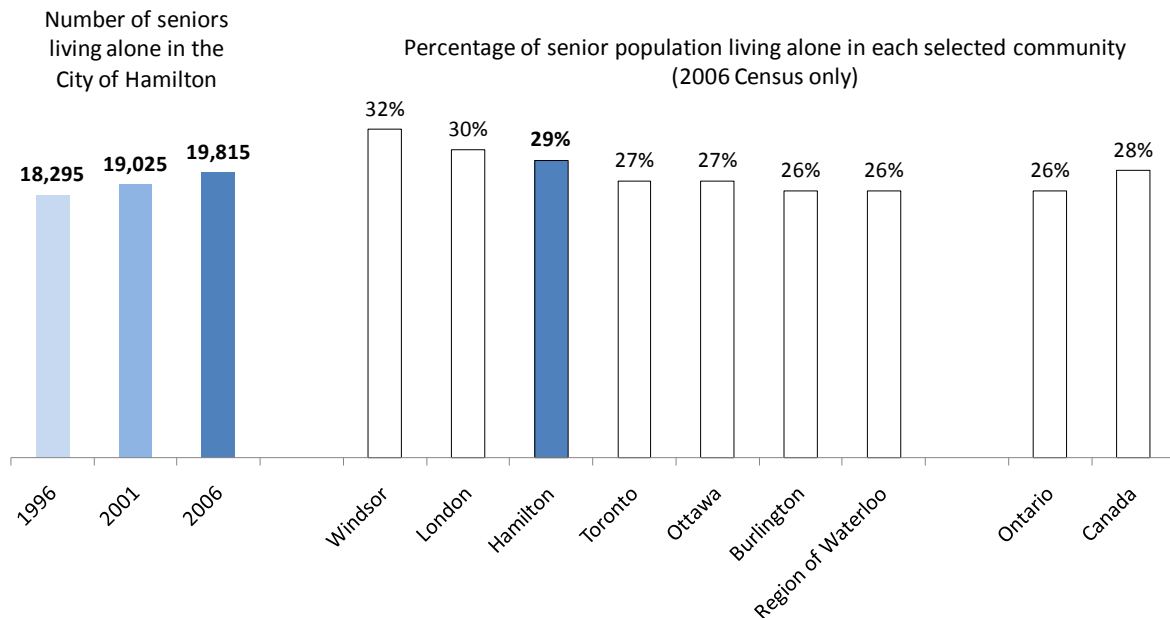
Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada



## 5.1 Seniors living alone

Seniors living alone generally have less access to support if they face illness or disability compared to seniors living with a spouse, with family or in institutional care<sup>4</sup>. Hamilton's rate of seniors living alone (29%) is in the mid-range of comparable cities, but both above the Ontario and Canadian rates (Chart 13). The number of seniors living alone in Hamilton has grown by over 1,000 persons since 1996, but this is a slower growth rate than the overall senior population growth.

**Chart 13. Seniors living alone**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

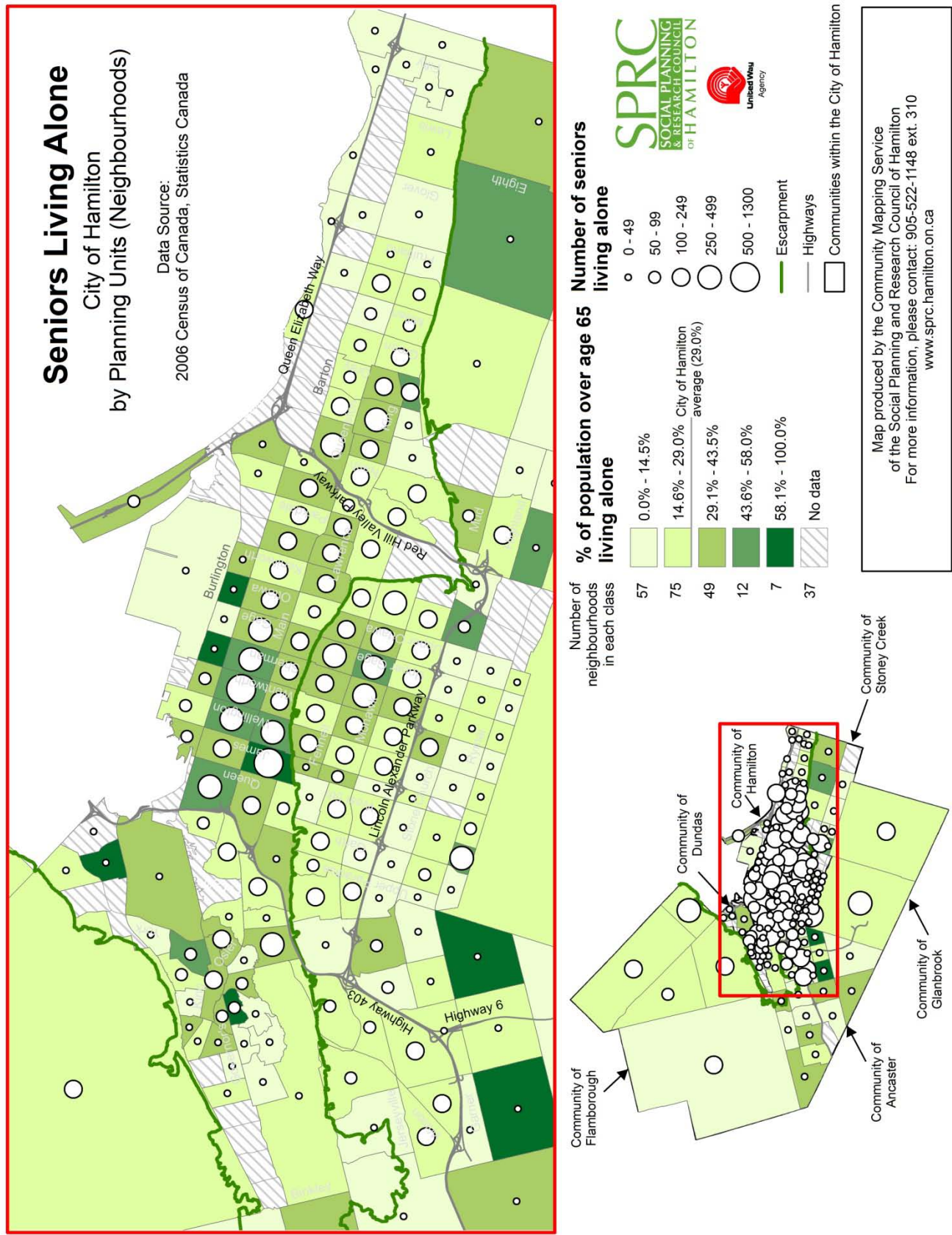
The distribution of seniors living alone in Hamilton shows that the neighbourhoods in the lower city have among the highest rates, although there are isolated pockets of quite high proportions of seniors living alone in other parts of the city (Map 3). Overlaid on the distribution of rates (illustrated by the colour gradient), the map also shows the differences in the number of seniors living alone (illustrated by the size of white circles). The highest numbers of seniors living alone are also in the lower city (in part a reflection of the higher densities in this area of the city). For service providers, this can be useful information for determining where support services to seniors living alone should be targeted.

This geographical distribution may reflect where services and housing types are most suited to seniors living alone, and that the “senior-friendly” features of these areas should be extended to other parts of the city. For example, in conversations with services providers in Flamborough and Dundas, they have emphasized that the housing types in many parts of their communities are not suitable for seniors, especially those living alone. With the Local Health Integration Network’s focus on putting in place an “Aging at Home” strategy, adapting the existing housing stock in suburban areas to accommodate seniors may warrant particular attention.

<sup>4</sup> Statistics Canada (2007). *A Portrait of Seniors in Canada*. Catalogue no. 89-519.



Map 3.





## 6.0 FEMALE LONE PARENTS

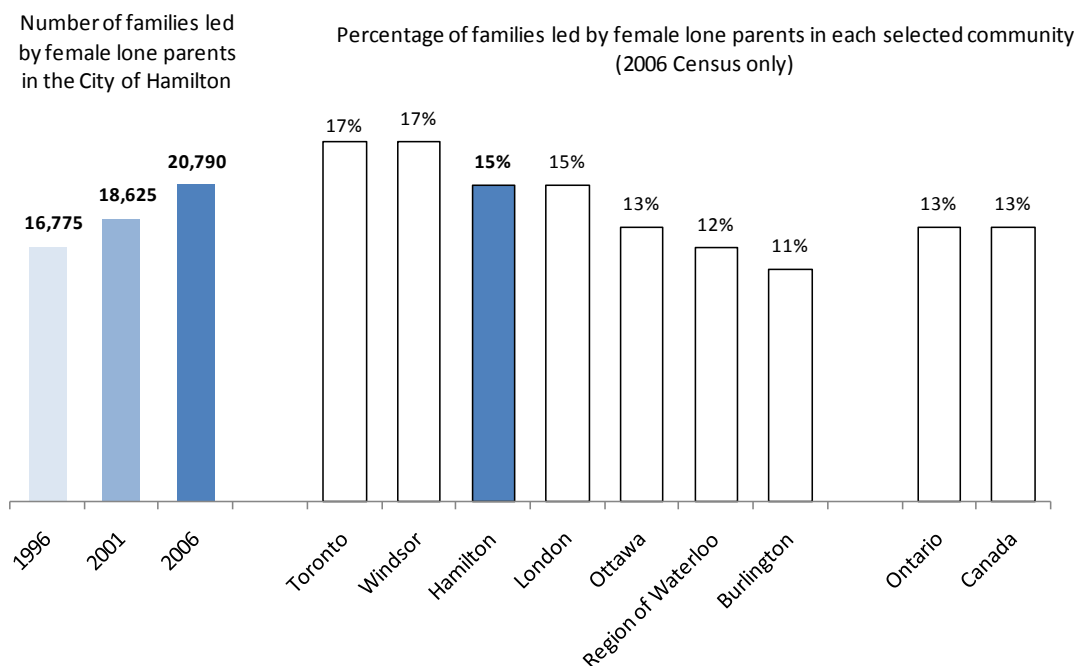
Among the different family types, female lone parents require special attention by social planners due to the difficulties of raising a family on a single income combined with the barriers often encountered by women in the labour market. Hamilton's female lone parent families with children under 18 had a poverty rate of 57% in 2006, compared to a 30% poverty rate for male lone parents living with children under 18.

Female lone parents with young children have the biggest income challenges, with 71% of the single moms in the Hamilton CMA<sup>5</sup> with children under six years of age living on incomes under the poverty line<sup>6</sup>. Since the 2006 census, the Ontario Child Tax benefit has been introduced and currently gives \$1,100 per child to low income families, which will allow some families living below the poverty line to rise above the low income threshold. Recent increases to the minimum wage will also help many female lone parents who are working. Improving access to childcare will also help remove barriers that female lone parents face from more fully participating in the labour market. As of April 2011, there were almost 900 families on the City of Hamilton's childcare subsidy waiting list.

Violence and abuse may have been part of the lives of many of Hamilton's female lone parents. The most recent *Families Count* report from the Vanier Institute of the Family cited research that revealed that physical and emotional abuse was the second most common reason for separation and divorce in Canada<sup>7</sup>. Data from police services across the country in this same report showed that women were five times more likely to be victimized by an ex-spouse than men.

Families led by female lone parents are a growing population group in Hamilton, totaling 20,790 in 2006, which is a 23% increase since 1996 (Chart 14). Hamilton has a higher rate of female lone parent-led families than Ontario (15% vs. 13%), but lower than the rate in Toronto and Windsor (both 17%).

**Chart 14. Families led by female lone parents**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

<sup>5</sup> The Hamilton Census Metropolitan Area includes Hamilton, Burlington and Grimsby

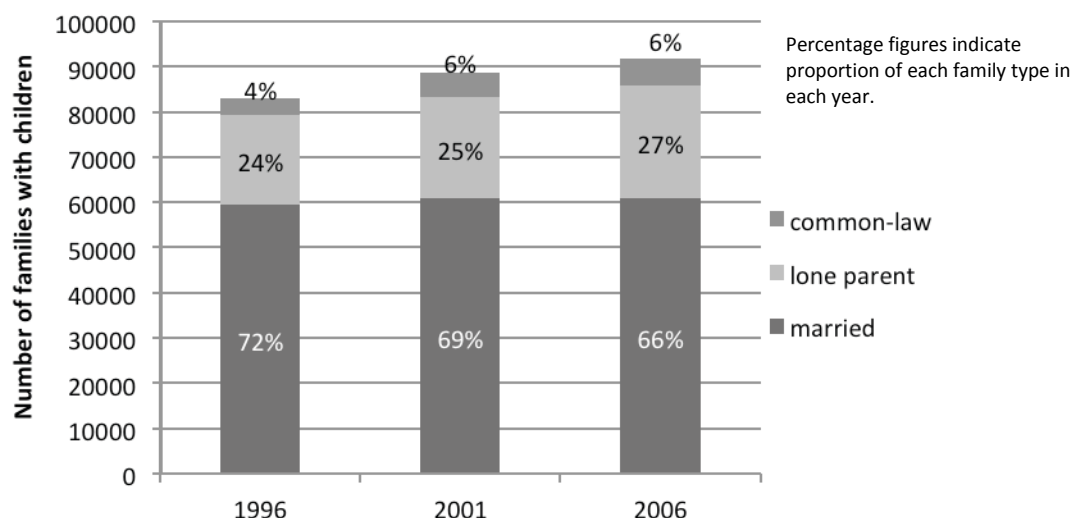
<sup>6</sup> See chapter 9 for information on the poverty line used in these statistics.

<sup>7</sup> Vanier Institute of the Family (2010). *Families Count: profiling Canada's families IV*. Ottawa. [http://www.vifamily.ca/media/webfm-uploads/Publications/FamiliesCount/Families\\_Count.pdf](http://www.vifamily.ca/media/webfm-uploads/Publications/FamiliesCount/Families_Count.pdf)



From the chart of types of families with children from 1996-2006 (Chart 15), we can see that lone parents are not just growing in number, but are also a growing proportion within the three family types, going from 24% of families in 1996 to 27% of families in 2006.

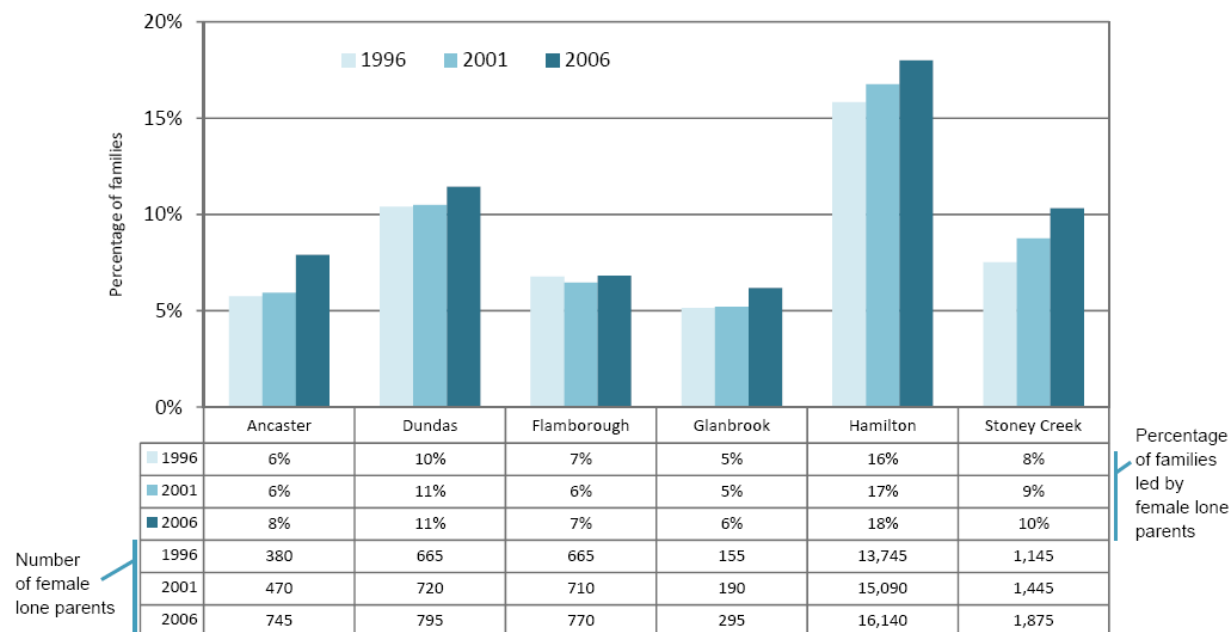
**Chart 15. Families with children, City of Hamilton, 1996-2006**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

The SPRC's *Community Profiles* report showed that female lone parents are experiencing growth in almost all communities in the city, but that the largest proportions of female lone parents in the city continues to be in the lower city (Chart 16).

**Chart 16. Families led by female lone parents, Communities within the City of Hamilton, 1996-2006**





The increasing population of parents raising children on their own in Hamilton means that there will be greater need for on-site child care at community meetings to allow lone parents to participate in civic life even if they do not have a partner to share family responsibilities. Improvements to childcare availability will also be needed to support more lone parents who wish to return to school or work. The particular needs of female lone parents and their specific pathways means that there may be an increasing need for supports for women fleeing abusive homes, including abuse counseling and shelters.



## 7.0 ABORIGINALS

### 7.1 Data quality issues with regards to Aboriginal data from the census

Before examining census data about the Aboriginal population in Hamilton, it is important to note that much of the data gathered by Statistics Canada is not reliable for this population. As noted in the *Progress Report on Homelessness in Hamilton 2003*<sup>8</sup>:

“the gathering of ‘empirical evidence’ has been a long-standing problem within the Aboriginal population. It should be noted that even Statistics Canada recognizes that their numbers are an under representation... Aboriginal people overall (on or off reserve), are less likely to participate in the enumeration process. As previously explained (‘Two Row Wampum’), this is due to an overall multi-generational mistrust of the government.”

One concrete illustration of this phenomenon is that 22 First Nations reserves refused to participate in the 2006 Census, including the Six Nations reserve just 10 km south of Hamilton’s city limits<sup>9</sup>.

In a Statistics Canada document *How Statistics Canada Identifies Aboriginal Peoples* they state that “there is no single or ‘correct’ definition of Aboriginal populations. The choice of a definition depends on the purpose for which the information is to be used. Different definitions are used depending on the focus and requirements of the user. Each question will yield Aboriginal populations with different counts and characteristics.”

There were four questions in the 2006 census which relate to the Aboriginal population:

- “What are the ethnic or cultural origins of this person’s ancestors?” Among the examples listed for this question are Cree, Mi’kmaq, Métis and Inuit. This question is known as the “ethnic origin question”.
- “Is this person an Aboriginal person, that is, North American Indian, Métis or Inuit (Eskimo)?” This question is referred to as the “Aboriginal identity” question
- The remaining two questions ask if the person is a member of an Indian Band or First Nation and if the person is a Treaty or Registered Indian. These questions are not as relevant for urban Aboriginal populations.

Within Hamilton’s Aboriginal community there are concerns that the Aboriginal Identity question misses many residents who don’t identify on a personal basis as “Aboriginal” but who are from Aboriginal descent. Others might generally identify as Aboriginal, but because the person answering cannot simply answer “Yes” to the Aboriginal Identity question as each “Yes” choice lists a specific Aboriginal group (i.e. “Yes, North American Indian”; “Yes, Métis”; “Yes, Inuit”), many assume that to list themselves as “North American Indian” they must be a “Status Indian”, so instead select “No” as their response. In addition, some First Nations Aboriginals reject “North American Indian” as a label for their identity, but the 2006 Census form did not provide a response such as “Yes, First Nations”<sup>10</sup> for their self-identification. For these reasons, this report will use the results of the ethnic origin question as a primary indicator of the size and growth of the Aboriginal population in Hamilton instead of the results of the Aboriginal identity question as it captures a larger number of Aboriginals.

A final concern about Aboriginal data gathered by the census is what Statistics Canada calls “under coverage”. While it is the law that every Canadian household must fill out a census form, Statistics Canada acknowledges that they are higher than average rates of undercounts in transient and low

<sup>8</sup> <http://www.sprc.hamilton.on.ca/Reports/pdf/ProgressReportOnHomelessness2003.pdf>

<sup>9</sup> <http://www12.statcan.ca/census-recensement/2006/ref/notes/aboriginal-autochtones-eng.cfm>

<sup>10</sup> This has been corrected in Statistics Canada’s 2011 National Household Survey.



income households. In addition, there are many groups that are exempted from providing anything but the most basic age and sex information for the Census, and these include:

- seniors living in nursing homes, long term care or other assisted living residences
- agricultural workers living in work camps
- people living in rooming houses
- individuals living in shelters or in transitional housing
- persons with mental health diagnoses living in group homes
- offenders living in prisons or half-way houses

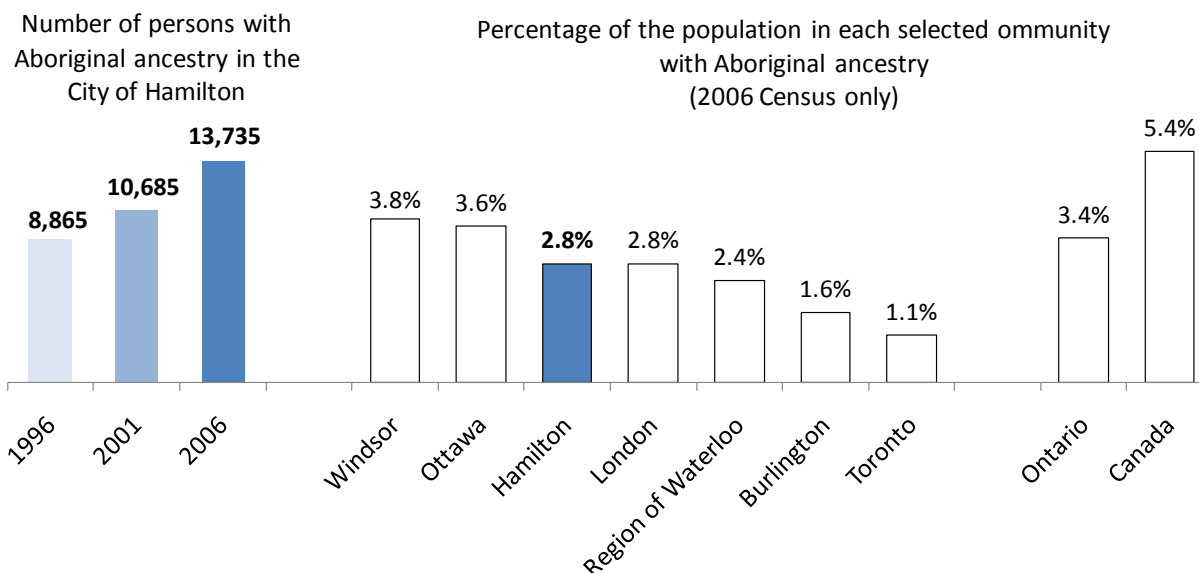
The census also does not count those living on the streets.

Many of these populations have higher than average Aboriginal populations, and this leads to further reliability issues of census data for this community. The reader is asked to keep these concerns in mind when reviewing the results presented for the Aboriginal community in this report. The data included in this report should be interpreted as an underrepresentation of the size of Hamilton's Aboriginal community.

## 7.2 Aboriginal population growing rapidly

The Aboriginal community in Hamilton counted by the census has been growing steadily reaching 13,735 in 2006, up 55% since 1996 (Chart 17). Hamilton's percentage of Aboriginal individuals within its population is 2.8% and is among in the mid-range among comparable communities, only lower than Windsor and Ottawa.

**Chart 17. Persons with Aboriginal ancestry**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

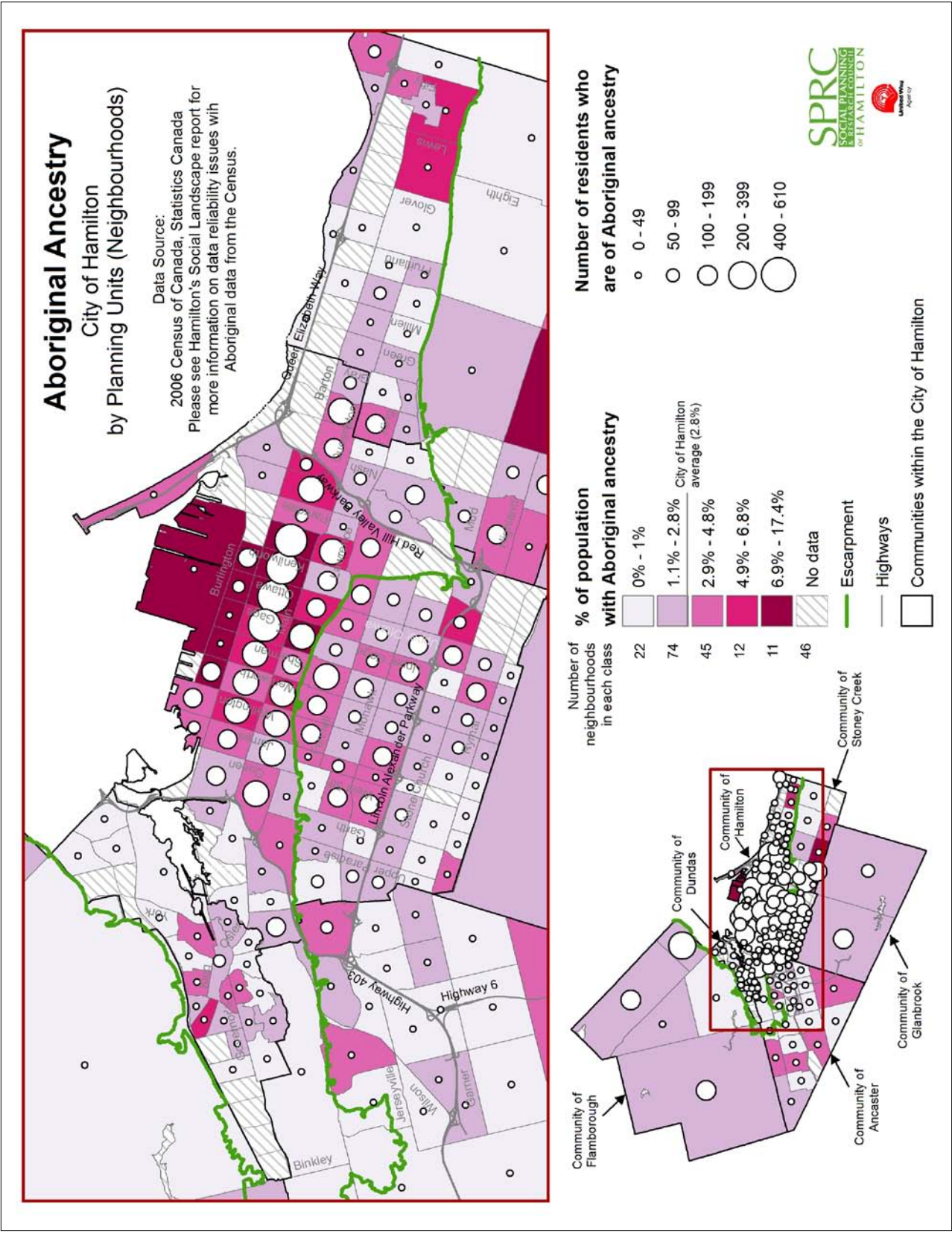
Hamilton is a leader in Canada when it comes to the collaboration between urban aboriginal agencies. The Hamilton Executive Directors' Aboriginal Coalition (HEDAC) was founded almost 20 years ago and its role is to oversee the implementation of the Urban Aboriginal Plan in Hamilton. The increasing Aboriginal population will place greater demands on HEDAC and its member agencies, as well as mainstream agencies in Hamilton. More training and employment equity practices with organizations and businesses will be needed to ensure that Hamilton's growing Aboriginal population can fully participate in our community.



Map 4 illustrates that almost all of Hamilton's neighbourhoods have at least some residents of Aboriginal ancestry counted by the census and that there are above average proportion of this population in 4 of Hamilton's six communities (Ancaster, Dundas, Hamilton and Stoney Creek). The largest proportions of residents of Aboriginal ancestry are found in neighbourhoods in East Hamilton, including the Keith and Crown Point neighbourhoods.



Map 4.





## 8.0 VISIBLE MINORITIES, IMMIGRATION AND LINGUISTIC DIVERSITY

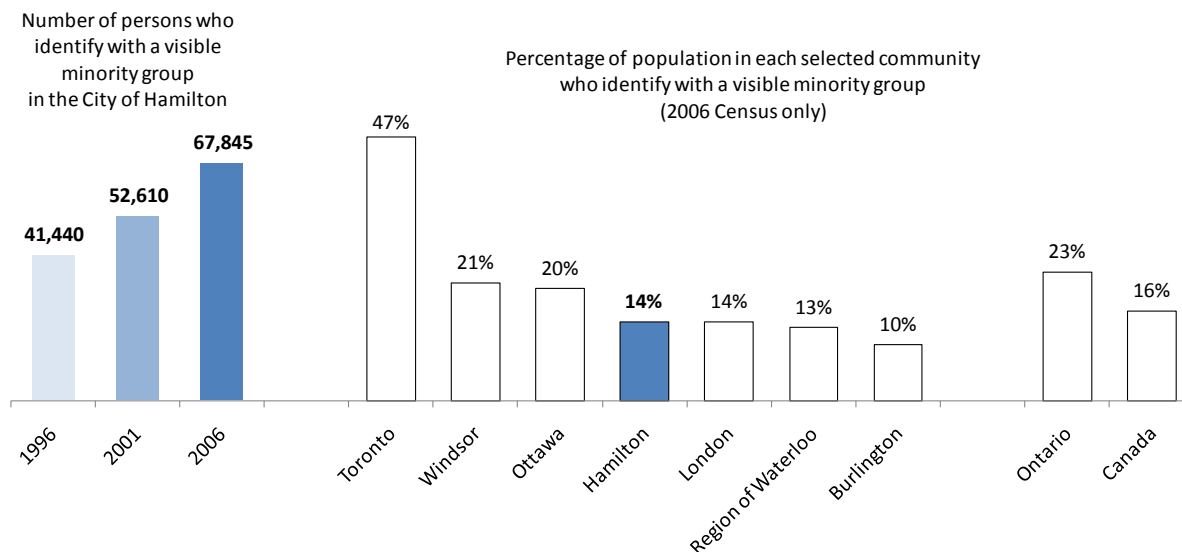
### 8.1 Visible minorities

In its human services planning framework documents, the City of Hamilton pays particular attention to visible minorities:

“Attention should be paid to providing services that create a welcoming inclusive community with deliberate and sustained policy and service delivery planning to ensure that the city moves towards a community that demonstrates acceptance and integration of all diverse groups. The unique skills and talents of those who self identify as a visible minority could be better recognized, acknowledged and integrated into more aspects of life in the city.”<sup>11</sup>

The visible minority population is growing rapidly in Hamilton, standing at 67,845 in 2006 up more than 50% from 1996 (Chart 18). Visible minorities are defined by the census as those persons who identify with one of nine population groups, excluding Caucasians and Aborigines. *Visible minorities* is a term defined by the federal government, many groups prefer to use the term *racialized groups* or *racialized persons*. The overall proportion of racialized persons in Hamilton at 14% is in the mid-range of comparable cities, but far behind Toronto (47%).

**Chart 18. Persons who identify with a visible minority group**



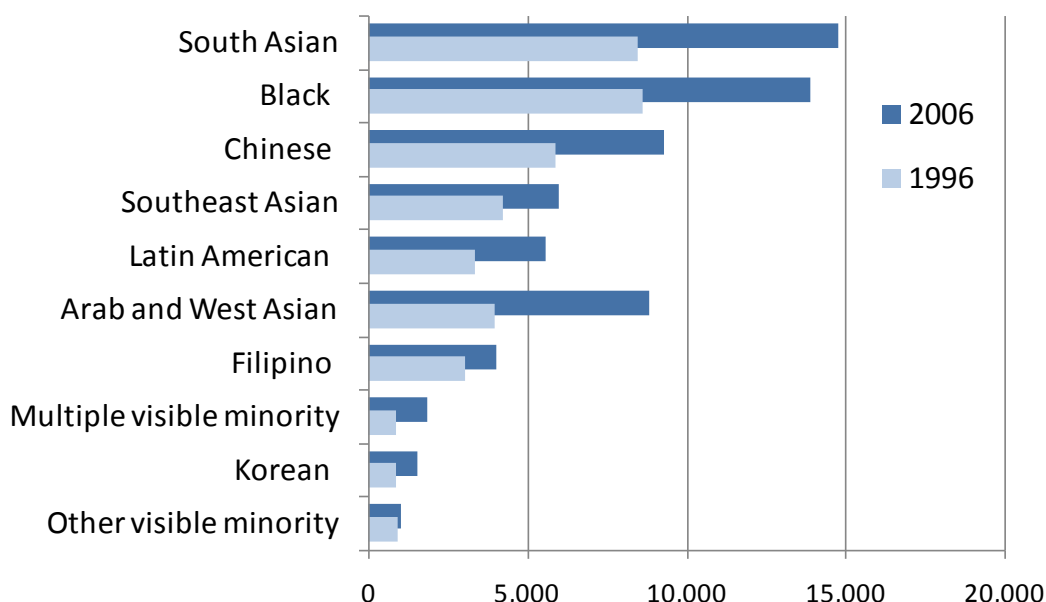
Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

The diversity within racialized or visible minority groups is also changing. While all groups have seen growth during the 1996-2006 period, the most rapidly increasing groups are Arab/West Asian<sup>12</sup>, along with South Asian and Black (Chart 19).

<sup>11</sup> City of Hamilton. 2010. *The Playbook - A Framework for Human Services Planning in Hamilton: Technical Report #3 Demographic Profile*. <http://hamilton.ca/HealthandSocialServices/SocialServices/humanservicesplan>

<sup>12</sup> There were changes to the census questions about visible minorities from 1996 to 2006. In particular, the West Asian category from 1996 was separated into two separate categories, Arab and West Asian. To allow a direct comparison between the two census years, however the 2006 data was collapsed back to the same categories as in 1996.



**Chart 19. Changes in visible minority groups, City of Hamilton, 1996-2006**

*Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada*

The increasing cultural diversity within Hamilton will call for organizations and businesses to examine their hiring practices in to determine if they are inclusive of all backgrounds so that Hamilton's workforce reflects the full spectrum of diversity within its population. For some organizations like the Hamilton Wentworth District School Board, one of the first steps has been a diversity audit to get a better understanding of their current workers' backgrounds.

Organizations should be finding ways to create more opportunities for Hamiltonians of all backgrounds to be engaged in decision-making, training and leadership roles, in volunteer, elected and employee positions. The Hamilton Centre for Civic Inclusion has been at the forefront of shaping public dialog on these issue and offers training for organizations and businesses.

## 8.2 Immigrants

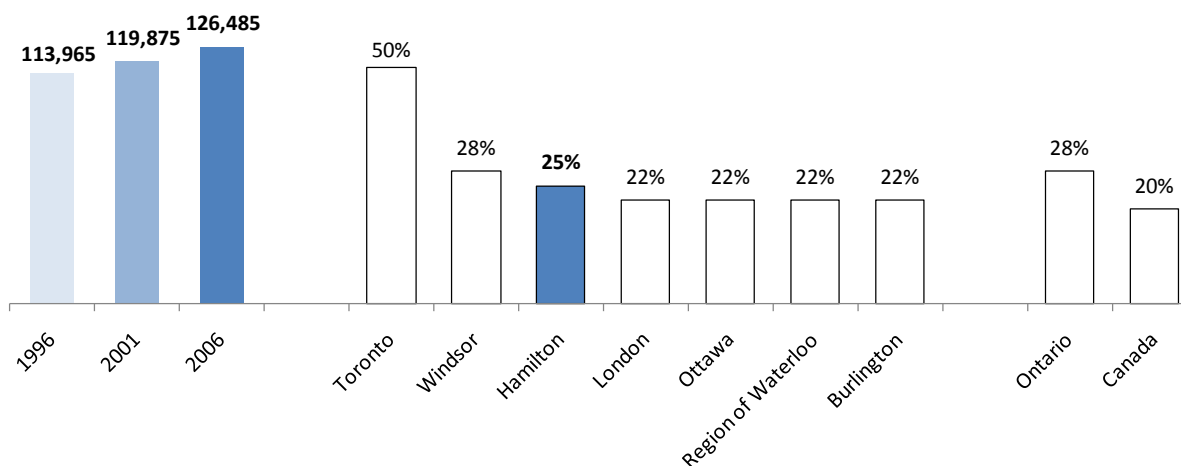
The number of immigrants in Hamilton is also growing, albeit more slowly. The number of Hamilton residents born outside Canada in 2006 was 126,485, up 11% since 1996 (Chart 20), slightly higher than the overall population growth of 8% during this time. The proportion of Hamilton's population born outside Canada (25%) is third highest in Ontario among comparable cities behind Toronto (50%) and Windsor (28%). It is important to keep in mind that this data does not include other major Ontario communities, such as the Region of Peel and York Region, which also have higher proportion of immigrants than Hamilton.



**Chart 20. Persons born outside of Canada**

Number of persons who were born outside of Canada living in the City of Hamilton

Percentage of population in each selected community who were born outside of Canada (2006 Census only)



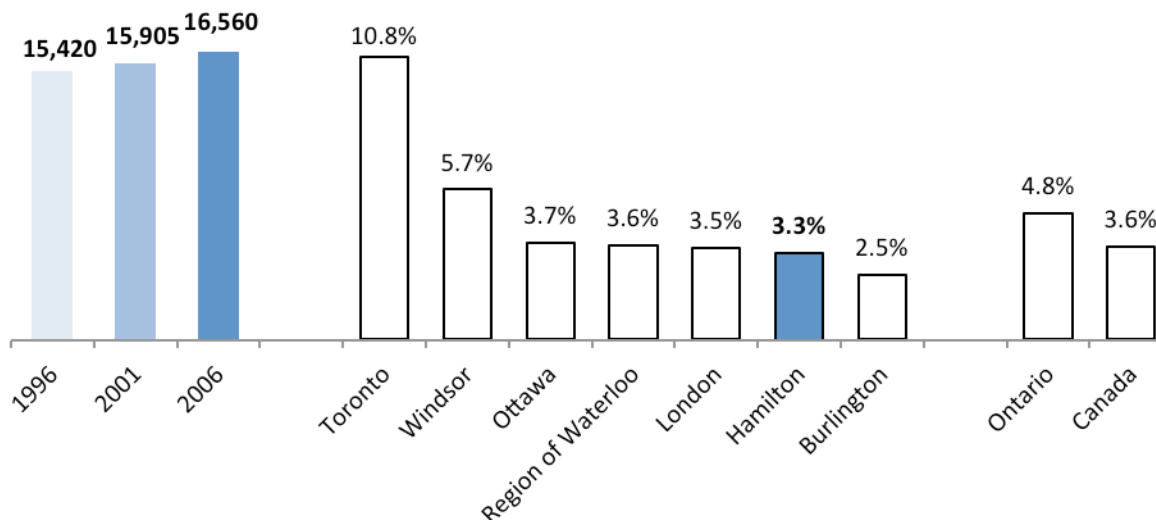
Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

In contrast to the relatively high rates of the overall population in Hamilton born outside of Canada, the proportion of recent immigrants (those arriving between 2001 and 2006) in Hamilton, is at 3.3% among the lowest of comparable cities, only higher than Burlington (2.5%) (Chart 21). The growth in the number of recent immigrants is also modest, only increasing by just over 1,000 residents since 1996, reaching 16,560 persons in 2006.

**Chart 21. Recent immigrants**

Number of persons in the City of Hamilton who immigrated to Canada in the five year period prior to each census year

Percentage of population in each selected community who immigrated to Canada between 2001 and 2006 (2006 Census only)



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

Map 5 shows the regions of birth of immigrants living in Hamilton, with a breakdown by period of immigration. Many of the patterns illustrated in the map are a reflection of Canada's changing immigration



policies and of increased migration from certain countries due to wars, political upheaval and economic conditions specific to certain countries in certain time periods.

It is important to note that most of the bars from the charts on the map represent one decade's worth of immigration. The exceptions however are the first bar (yellow), which includes all immigrants who arrived in Canada before 1961 and the last bar (black), which only includes immigrants from a five-year period (2001 to 2006). The last bar therefore can be doubled to get a sense of how many immigrants would have arrived from that region in the full decade (2001-2011).

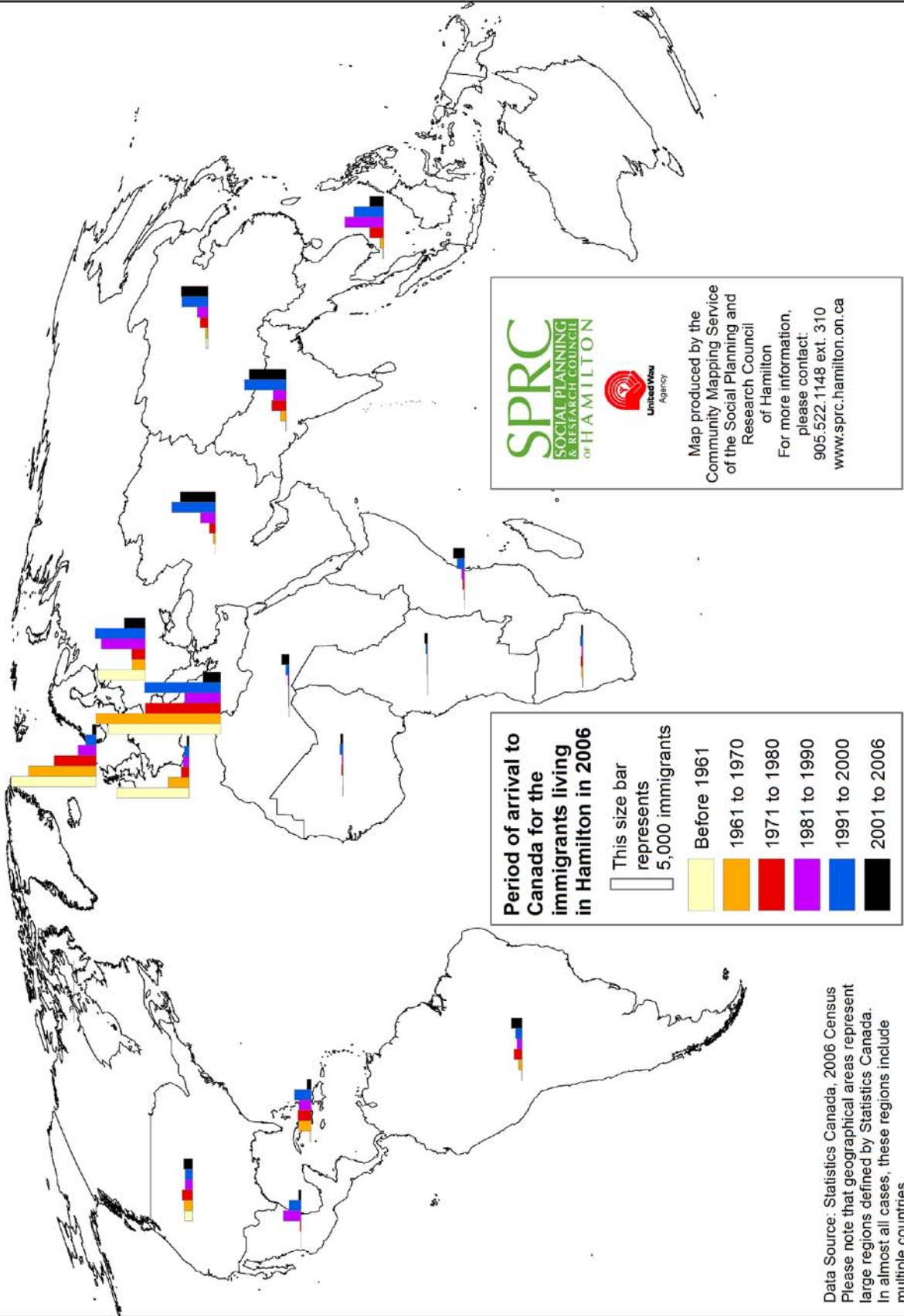
Some regions such as Northern Europe (primarily immigrants from Britain and Ireland) and Western Europe (primarily immigrants from Germany) have peaked before 1961 and have been steadily declining as a source of immigrants since then and now account for a negligible proportion of recent immigrants to Hamilton. The other European regions, Southern Europe and Eastern Europe have had different patterns. In the Southern European region, the largest number of immigrants arrived before 1961, and this is primarily due to the large influx of Italian immigrants to Hamilton in the 1940s and 1950s. There is another spike in Southern European immigrants who arrived in the 1990s, and these immigrants came primarily from the former Yugoslav republics at the time of the breakup of that country and the subsequent Bosnian and Kosovo wars.

Currently, the largest numbers of immigrants arrive from countries in Asia. Although the numbers are still quite small, immigrants from some countries in Africa are growing at an exponential rate. There have been more immigrants who arrived in the 2001-2006 from East Africa and Northern Africa living in Hamilton than arrived in all the previous decades combined.



Map 5.

# Regions of birth of immigrants living in Hamilton, by period of immigration





### 8.2.1 Secondary migration

Like many Canadians, recent immigrants may move from one city to another in their quest for better employment prospects, for more affordable housing, to be closer to relatives, or many other reasons. Secondary out-migration is a concern to many communities within the Federation of Canadian Municipalities (FCM) and their analysis of Citizen and Immigration Canada landings data combined with Census data on place of residents of recent immigrants, shows that on average the cities in their study had a net *loss* of 10% of recent immigrants (immigrants who moved within their first five years in Canada from their first place of settlement to a second city)<sup>13</sup>.

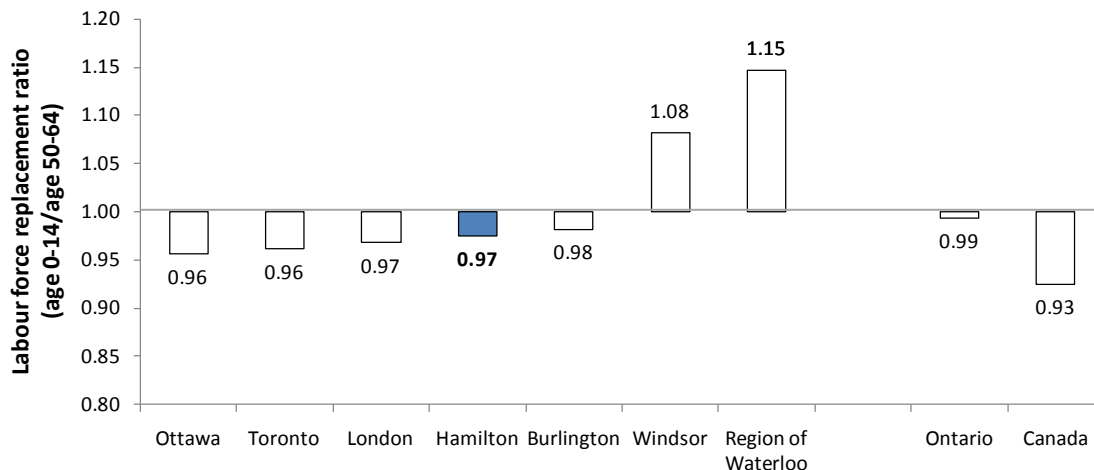
However, many mid-size cities showed a net gain of recent immigrants to secondary migration, including Hamilton. According to the FCM's analysis, Hamilton had almost a 5% net *gain* of recent immigrants in the 2001-2006 period. Among the communities compared in this report, only the Region of Waterloo and Halton Region had greater net gains of recent immigrants, on a percentage basis.

### 8.2.2 Immigration, population growth and Hamilton's labour force

The same FCM report shows that immigration is the main driver of population growth in many communities across Canada. In Hamilton, their analysis shows that without immigration during the 2001-2006 period, Hamilton's population growth would have completely stalled, even losing a fraction of 1% of its population every year.

Even with immigration however, the current trend is that Hamilton's labour force will decline in the future decades. Chart 22 shows the labour force replacement (LFR) ratio in Hamilton is 0.97, which indicates that for every 100 older adults soon leaving the workforce there are only 97 children who can replace them when they become of working age. An increased focus on attracting immigrants to Hamilton is one way to change this trend and make sure that Hamilton's workforce remains large enough to attract and retain employers. This is one of the main priorities for the City of Hamilton's new Immigration Partnership Council.

**Chart 22. Labour Force Replacement Ratio, 2006**



Data source: 2006 Census of Canada, Statistics Canada

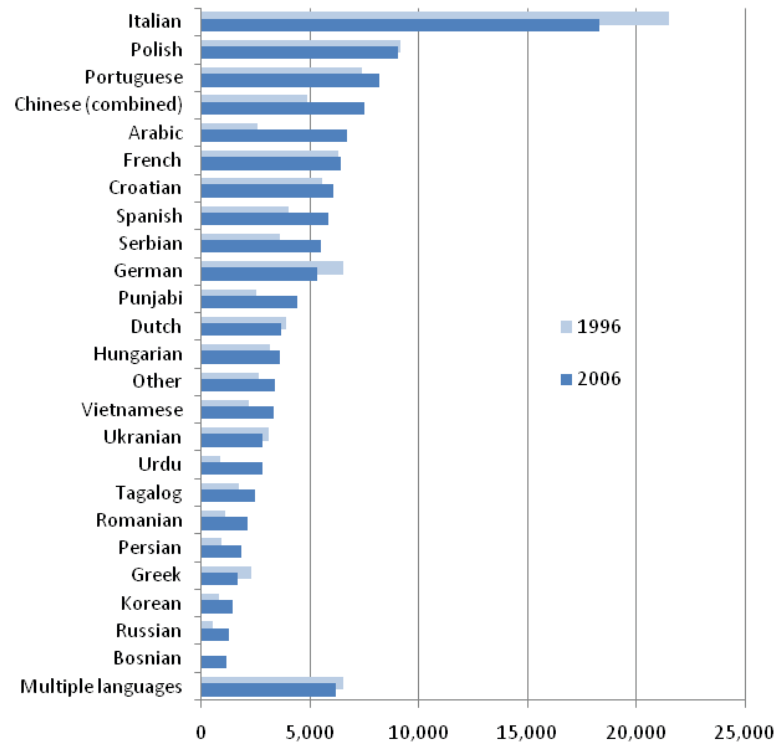
<sup>13</sup> Federation of Canadian Municipalities (2009). *Quality of Life in Canadian Communities: Immigration and Diversity in Canadian Cities and Communities*. <http://www.fcm.ca/CMFiles/QoL%20Report%205%20En1JPA-3192009-2422.pdf>



### 8.3 Linguistic Diversity

Mother tongue is the first language a person learns, which they may or may not continue to use through adulthood. In Hamilton, after English, the top five mother tongues are Italian, Polish, Portuguese, Chinese, and Arabic (Chart 23). The chart of mother tongues in Hamilton shows that many of the European languages, while still claimed by many residents, are in decline. The fastest growing languages are Arabic, Urdu, Persian and Russian, which all more than doubled in the 1996-2006 period.

**Chart 23. Non-English Mother Tongues, City of Hamilton, 1996-2006**

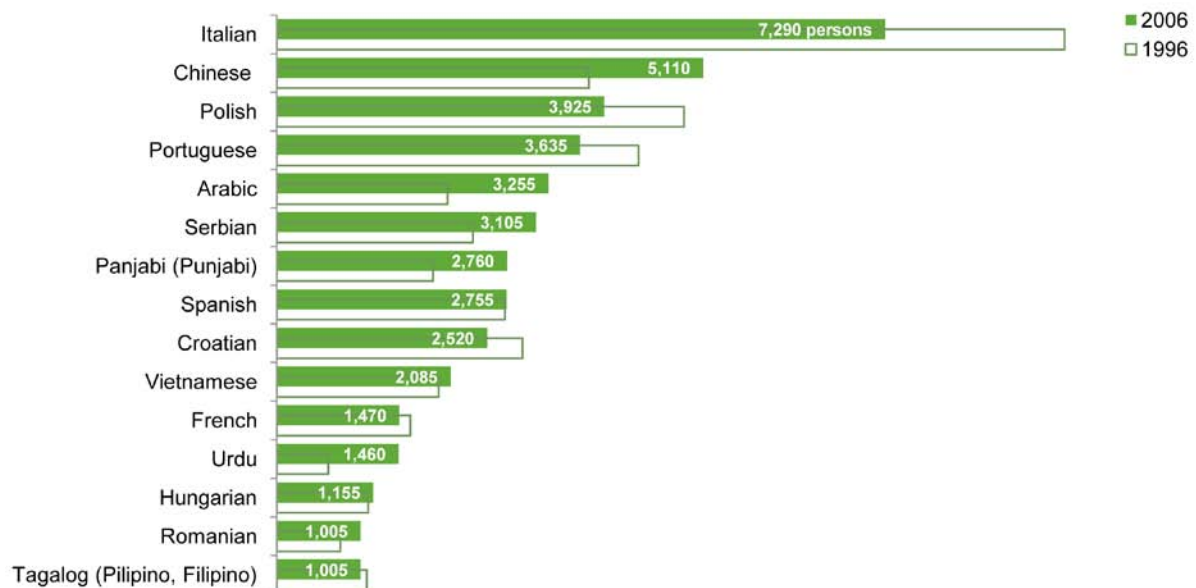


*Data source: 1996 and 2006 Censuses of Canada, Statistics Canada*

Another language question asked in the Census is what language is spoken most often at home. Over 60,000 persons speak a language other than English at home in Hamilton, representing 15% of the population. The last census in 2006 counted 60 different languages spoken by Hamiltonians at home. In three neighbourhoods, over one third of residents speak a language other than English at home (Riverdale West - 42%, Riverdale East - 41%, and Beasley - 36%). Chart 24 shows the top 15 languages other than English spoken at home. While Italian is the top language in both Chart 23 and 24, languages spoken by more recent waves of immigrants to Hamilton, such as Chinese and Arabic move up in ranks in the list of home languages.



**Chart 24. Top 15 Non-English Languages Spoken at Home, City of Hamilton, 1996-2006**



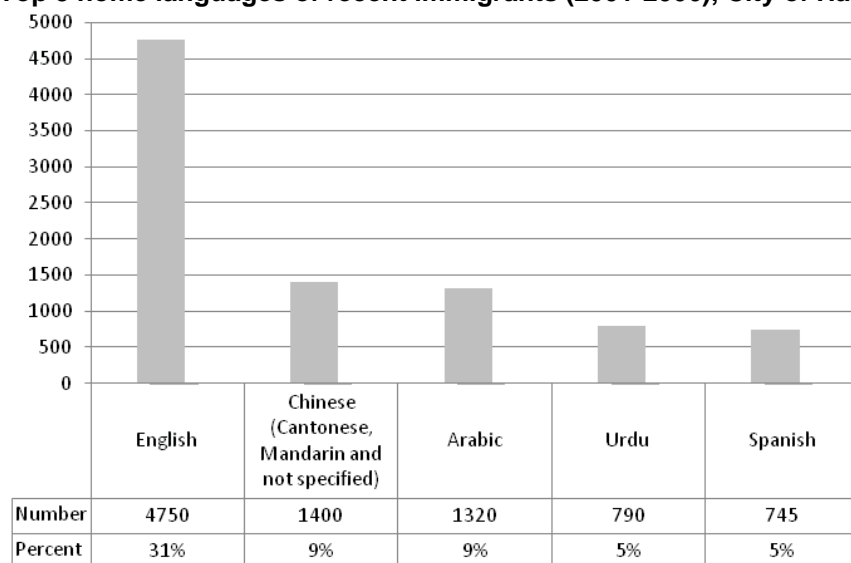
Data source: 2006 Census of Canada, Statistics Canada

Language barriers can have a significant effect on all immigrants, recent or not, especially from non-English speaking countries. Lack of efficient English-language skills can be an obstacle when trying to access education, employment, health care services and housing and training. According to a Statistics Canada survey, 32% of newcomers who tried to enter the labour market identified language as one of the barriers they faced in trying to get employment<sup>14</sup>. Among very newly arrived refugees, language barriers were a barrier for 57% of job seekers.

Within the Hamilton's recent immigrant community only, an analysis of home languages shows that English, Chinese, Arabic, Urdu and Spanish are the most common (Chart 25).

<sup>14</sup> Schellenberd G. and Maheux H. (2007). *Immigrants' perspectives on their first four years in Canada: Highlights from three waves of the Longitudinal Survey of Immigrants to Canada*. Ottawa: Statistics Canada. <http://www.statcan.gc.ca/pub/11-008-x/2007000/9627-eng.htm>



**Chart 25. Top 5 home languages of recent immigrants (2001-2006), City of Hamilton**

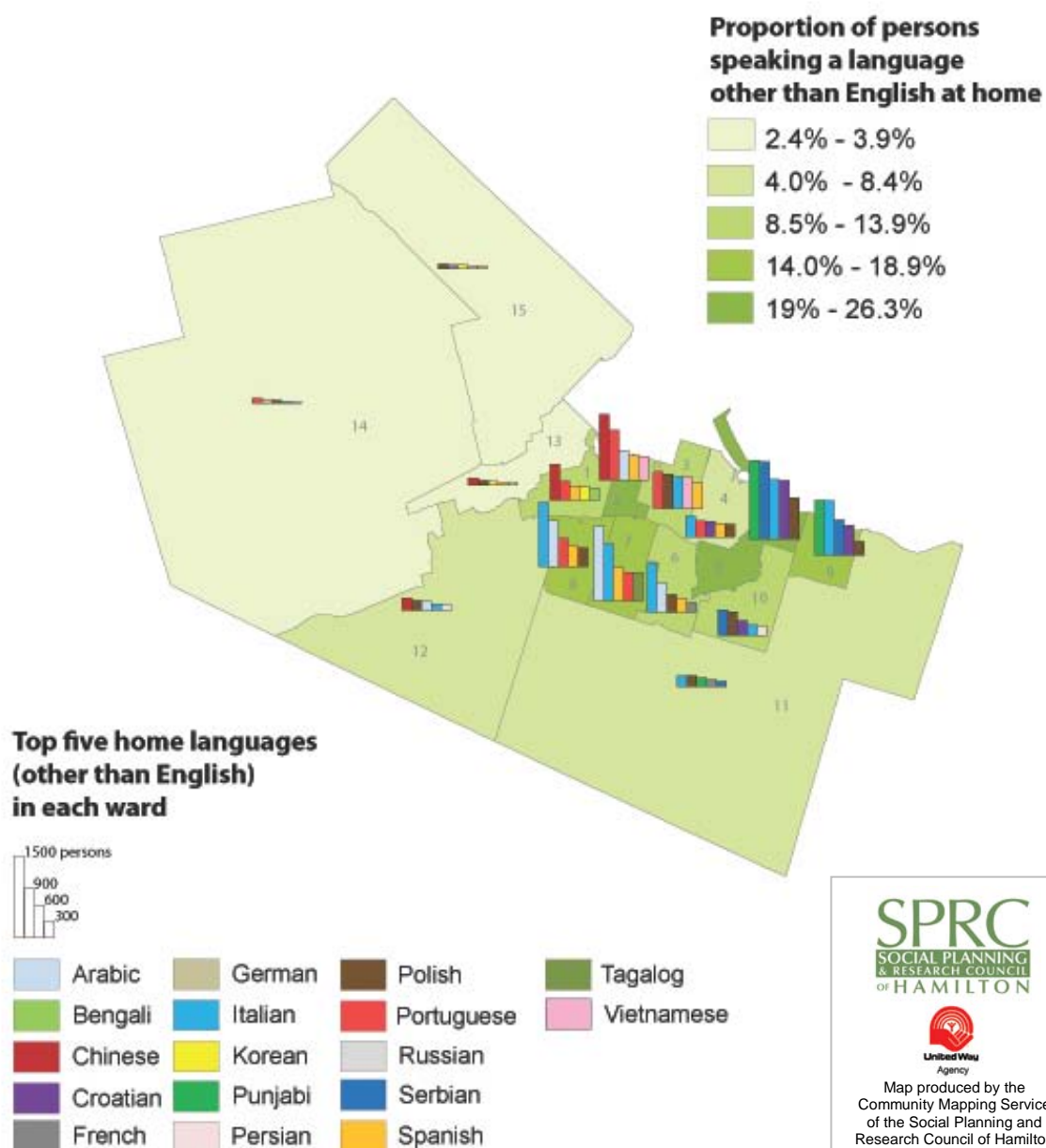
Data source: 2006 Census of Canada, Statistics Canada

The map of languages other than English spoken at home for the general population (Map 6) shows that Ward 2 (downtown) and Ward 5 in the East End have the highest proportions, and that different parts of the city have different dominant languages. In the lower western parts of the city, Chinese and Portuguese are the dominant languages, while in the eastern parts of the lower city Punjabi, Serbian and Italian are most common. Italian and Arabic are spoken by many residents living on the Mountain.



Map 6.

## Home languages other than English Wards, City of Hamilton, 2006



Data Source: Statistics Canada, 2006 Census

**SPRC**  
SOCIAL PLANNING  
& RESEARCH COUNCIL  
OF HAMILTON



Map produced by the  
Community Mapping Service  
of the Social Planning and  
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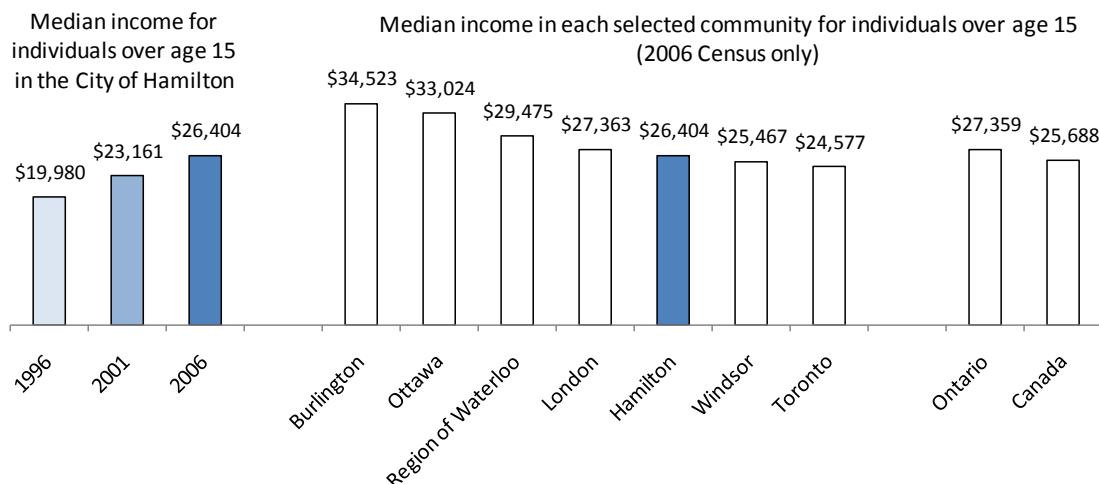


## 9.0 INCOMES AND POVERTY

### 9.1 Individual incomes

This section of the report will give an overview of income data drawn from the last few censuses. The chosen measure is median individual income, the income level at which half the population earns less than that amount and half earns more. Hamilton's median individual income in 2006 was \$26,404, and was only higher than Toronto's (\$24,577) and Windsor's (\$25,467) (Chart 26) among comparable cities.

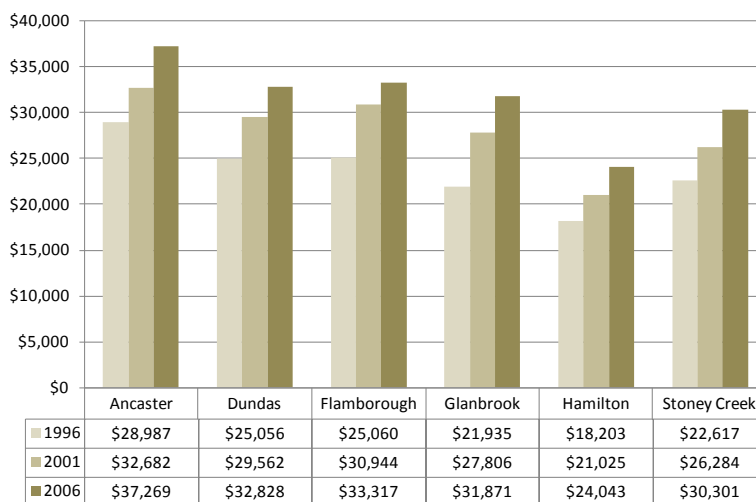
**Chart 26. Individual Median Income (age 15 and over)**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada (not adjusted for inflation)

The SPRC's *Community Profiles* report showed a wide range of median incomes between the six communities that make up the City of Hamilton. Ancaster had the highest median individual income at \$37,269 in 2006 and the Community of Hamilton had the lowest at \$24,043 in 2006 (Chart 27).

**Chart 27. Median Individual Income (aged 15 and over), Communities within the City of Hamilton, 1996-2006 (not adjusted for inflation)**



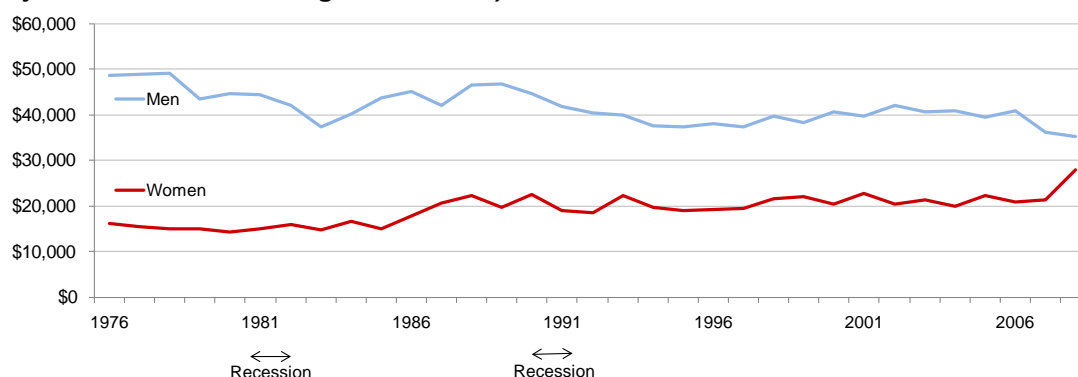
Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada



## 9.2 Women and men's incomes

The SPRC's most recent *Women and Poverty in Hamilton* report showed that the segregation of jobs in the labour market by sex continues and explains in part the gap between men and women's incomes, even among full time workers. Chart 28 gives the latest update on a trend that the SPRC has been following for some time – the impact of recessions on men and women's incomes. The huge impact of the recessions on men's incomes is clear from the historical data from the 1980s and 1990s recession. The most recent decline in men's incomes in the Hamilton CMA started even before the official start of the most recent recession. This chart also shows that in 2008, the median income for women increased substantially (more than in any other year recorded). This could be due to women taking steps to increase their earnings to compensate for the loss of income by the men in their families. For example, some women may have increased their hours in their current jobs, and others may have gone back to their jobs sooner than planned after the birth of a child. The SPRC will continue to monitor and report on this trend in the coming months and years.

**Chart 28. Median Individual Income by sex (aged 15 and over), Hamilton CMA, 1976-2008 (adjusted for inflation using 2008 dollars)**



Data source: Survey of Labour and Income Dynamics, Statistics Canada

## 9.3 Poverty

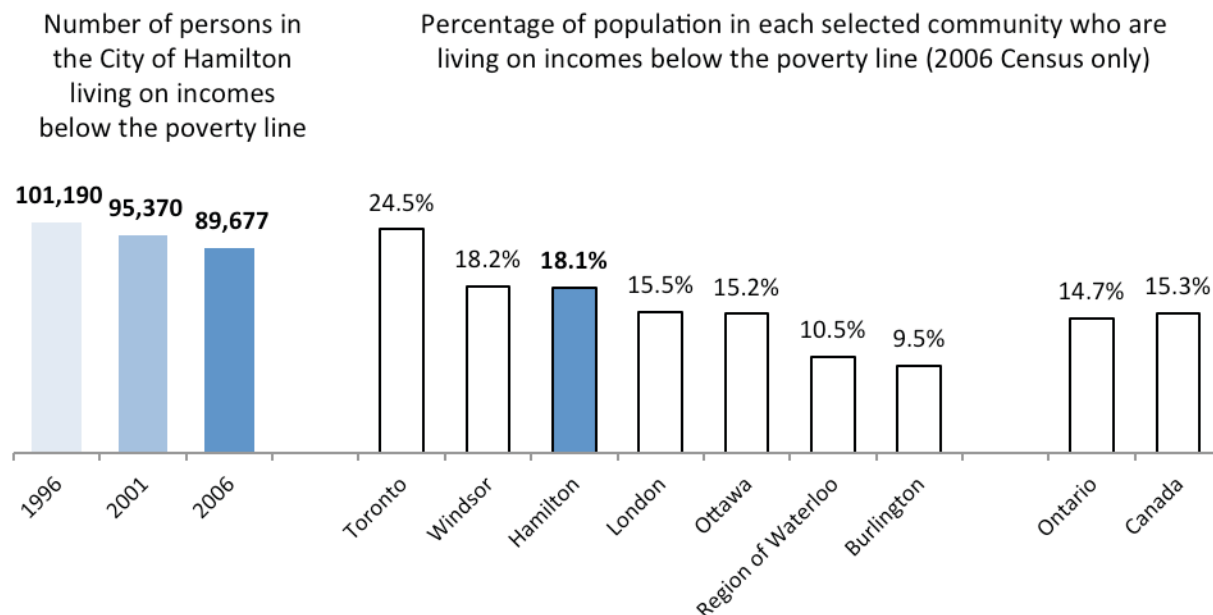
For the purposes of this report, we will use the before-tax Low Income Cut Off (LICO) as the poverty line, a common indicator used across the country<sup>15</sup>. The number of individuals living in poverty has declined slowly but steadily from 1996 to 2006 (Chart 29). But at over 89,000 people in 2006, this still represented 18.1% of the population. Only Windsor (18.2%) and Toronto (24.5%) showed higher poverty rates in 2006 among our set of comparable cities.

Since the last census, the recession has had significant impacts on Hamilton's economy and for residents living on low incomes. Currently, there are still many more persons receiving Ontario Works benefits than before the recession. The city's Ontario Works caseload was over 13,000 cases (includes individuals and families) in April 2011, which is about a third higher than right before the recession. In contrast, there have been significant improvements in the unemployment rate in recent months. The unemployment rate in the Hamilton Census Metropolitan area has dropped to 5.5% in April 2011, which is more than two points lower than the Ontario unemployment rate of 7.9%. The SPRC hopes to investigate these two trends in more depth in the coming months.

**Chart 29. Persons living in poverty**

<sup>15</sup> The SPRC's *Incomes and Poverty in Hamilton* report gives detailed information about the LICO and how it is calculated. <http://sprc.hamilton.on.ca/Reports/pdf/Incomes-and-Poverty-Report-final-May-2009.pdf>

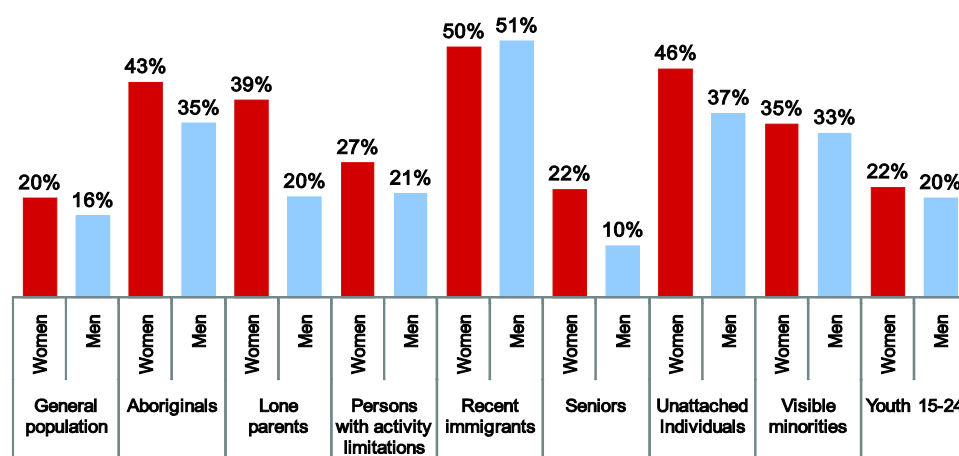




Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

The poverty rate within Hamilton's various population groups varies substantially. Chart 30 is reproduced from the SPRC's *Women and Poverty in Hamilton* report and shows that recent immigrants, Aboriginals, unattached individuals and visible minorities and female lone parents face the biggest income challenges. The largest gap between male and female poverty rates is among Hamilton's seniors, with women over age 65 having more than twice the rate of poverty as compared to men in the same age group.

**Chart 30. Percentage of persons living on incomes below the poverty line, by sex and selected groups, City of Hamilton, 2006 Census**

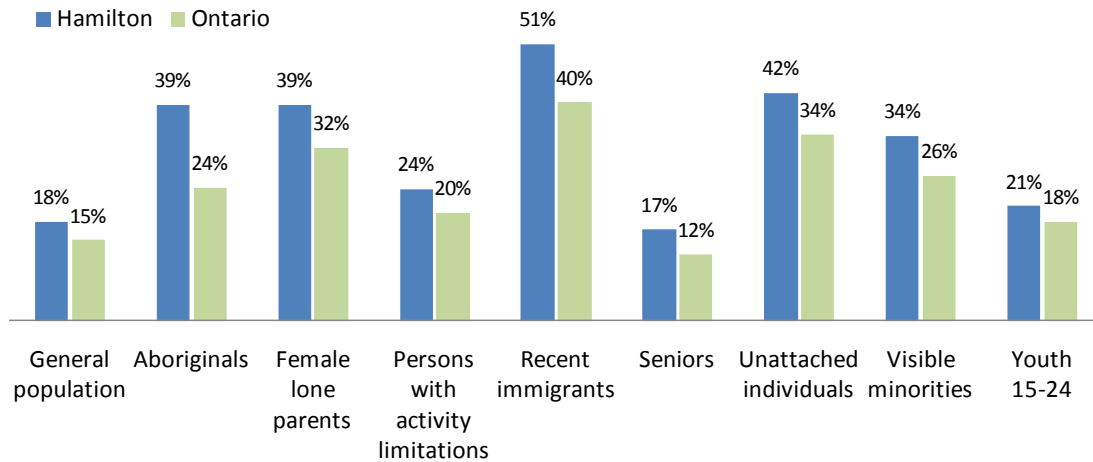


Data source: 2006 Census of Canada, Statistics Canada

Chart 31 shows that Hamilton's rates of poverty are higher than the provincial rates in all groups examined. The difference between the poverty rate in Hamilton and in Ontario is highest for Aboriginals and recent immigrants.



**Chart 31. Percentage of persons living on incomes below the poverty line, by selected groups, City of Hamilton and Ontario, 2006 Census**



Data source: 2006 Census of Canada, Statistics Canada

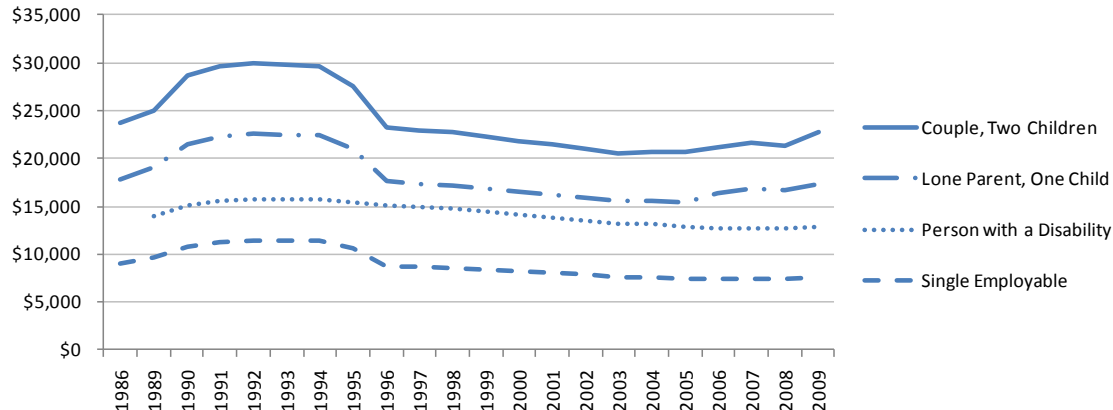
Nearly 30,000 of Hamilton's poorest are Ontario Works beneficiaries in Hamilton, of which more than a third are children. For these residents, the precariously low level of social assistance is a significant barrier to participating in mainstream life. The National Council on Welfare, a government-appointed advisory committee to the Minister of Human Resources and Skills Development explained "Regardless of the measure used, welfare incomes were consistently far below most socially accepted measures of adequacy."<sup>16</sup>

In recent years, increases to child benefits have made some improvements to incomes for families with children under age 18 (Chart 32). They are especially helpful to families who move from social assistance to the labour market as they can now keep a larger portion of their income when they work, which decreases barriers for seeking employment. Incomes for families with children, however, remain lower than benefits available in the early 1990s and well below the most common poverty line (Chart 33).

<sup>16</sup> National Council of Welfare (2011). *Welfare Incomes: Key Patterns and Trends*. <http://www.ncw.gc.ca/l.3bd.2t.1ilshhtml@-eng.jsp?id=331&fid=23>



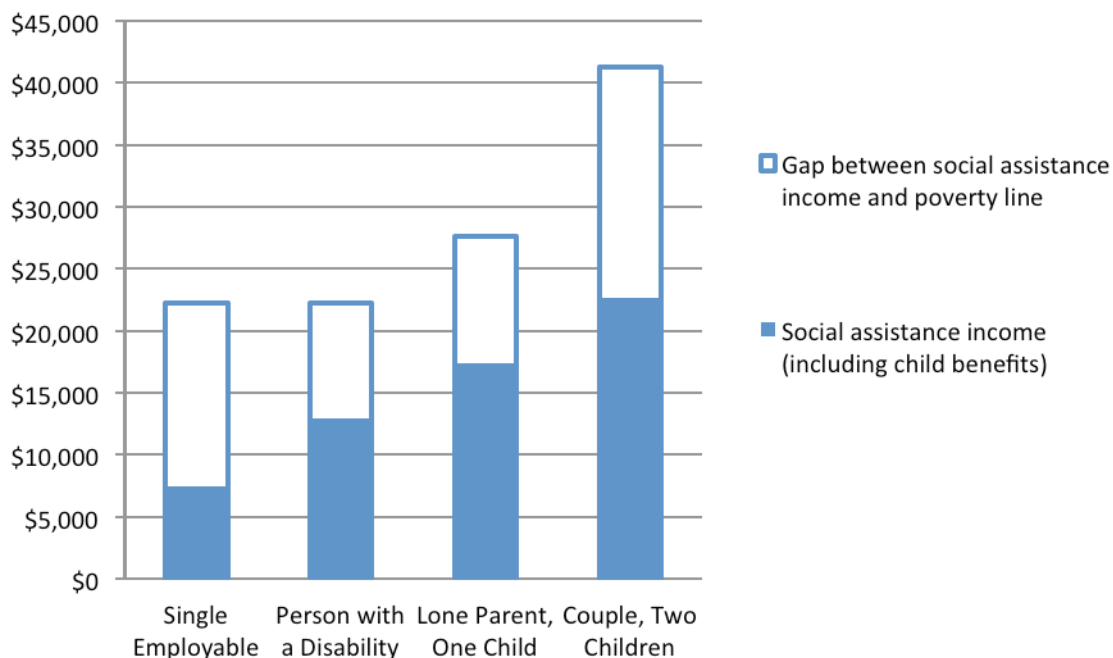
**Chart 32. Yearly income security rates for social assistance recipients in Ontario (including federal and provincial benefits), 1989-2009**



Data source: *Welfare Incomes 2009*, National Council on Welfare. All figures adjusted for inflation using 2009 dollars.

A single individual considered employable has the greatest challenges, as their social assistance incomes are a mere 34% of the poverty line for a single person (Chart 33). To become eligible for social assistance in the first place, one has to drain almost all previous savings, making it even more difficult to eventually climb out of poverty. As well, social assistance incomes for singles are so low that seeking employment is made even more challenging, as it is very difficult to find proper housing and afford to eat enough food, and they have no extra money for money for transportation or clothing.

**Chart 33. Income security benefits for Ontario social assistance recipients, as a proportion of the poverty line (before tax LICO), 2009**

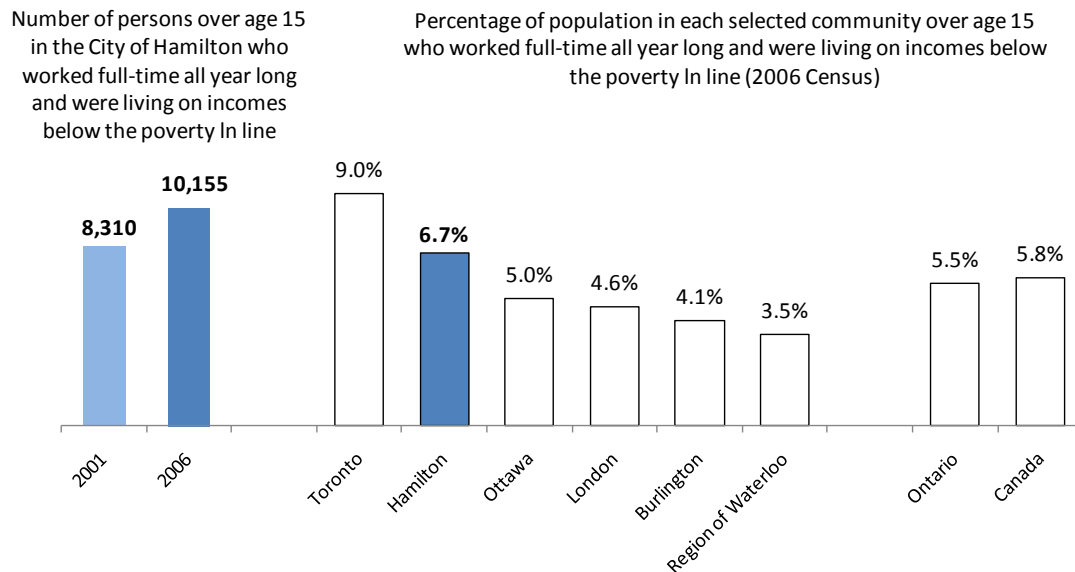


Data source: *Welfare Incomes 2009*, National Council on Welfare and Statistics Canada



Even among those who can find stable employment, poverty is not always kept at bay. Chart 34 shows that over 10,000 Hamiltonians were working full-time, yet their wages did not lift them above the poverty line according to the 2006 Census. This represents 6.7% of workers in our city, higher than the provincial average, and only lower than Toronto among comparable cities (data was not available for Windsor). The SPRC's *Women and Poverty in Hamilton* report showed that the rates of "working poor" were much higher for groups that often have more difficulties in accessing the labour market, such as visible minorities, recent immigrants, Aboriginals and persons with activity limitations.

**Chart 34. Persons working full-time yet still living in poverty**



Data source: 2006 Census of Canada, Statistics Canada

The substantial increase in the minimum wage in the last three years, after a decade of stagnation will have some positive impacts for Hamilton's lowest paid workers. The Hamilton Roundtable for Poverty Reduction has prioritized making Hamilton a living wage community in the coming three years, by making the economic case for how paying workers a decent wage is good for people and for business. More jobs that pay a living wage will help to decrease working poor rates in Hamilton. Part of this work will be collaborating with community partners in Hamilton and the Canadian Centre for Policy Alternatives to calculate the level of a living wage in Hamilton.



## 10.0 HEALTH

### 10.1 Health and incomes

While individual lifestyle choices such as healthy eating, not smoking and exercise are often recommended as the way to improve one's health, research has shown that an individual approach will not improve health as much as societal and policy changes to reduce economic and social inequalities. The Public Health Agency of Canada explains that "there is strong and growing evidence that higher social and economic status is associated with better health. In fact, these two factors seem to be the most important determinants of health."<sup>17</sup>

A Toronto Public Health report on health inequity in Ontario's capital showed that almost all health status indicators (such as life expectancy, low birth rate, physical activity and sexually transmitted infections) are subject to the "social gradient" – that is that health improves through each income bracket<sup>18</sup>. The social gradient makes it clear that people in all income groups are affected by health inequalities, not just the poorest among us. Research has shown the social gradient exists even when other factors such as smoking and material deprivation are taken into account.<sup>19</sup>

In Hamilton, the public awareness about health inequities has been increased by the Hamilton Spectator's Code Red series. This series mapped out the varying rates of emergency room visits, hospital admissions, low birth weights and life expectancies across the city and showed the stark differences based on the average incomes of each neighbourhood.

The Hamilton-Niagara-Haldimand-Brant Local Health Integration Network (LHIN) has also tracked some health indicators by neighbourhood income quintile<sup>20</sup>. Income quintiles are determined by ordering all Ontario neighbourhoods from lowest to highest average income. Then the range is divided into five equal parts, with each slice containing 20% of the Ontario's neighbourhoods, and each slice contain progressively higher income neighbourhoods. Chart 35 shows that the rate of diabetes in the Hamilton population is dependent on income. The diabetes rate in Hamilton's wealthiest neighbourhoods is 5.6%, compared to 9.3% in the poorest neighbourhoods (a 40% difference).

<sup>17</sup> Public Health Agency of Canada. *What Makes Canadian Health or Unhealthy?* Accessed January 10, 2011 <http://www.phac-aspc.gc.ca/ph-sp/determinants/determinants-eng.php#income>

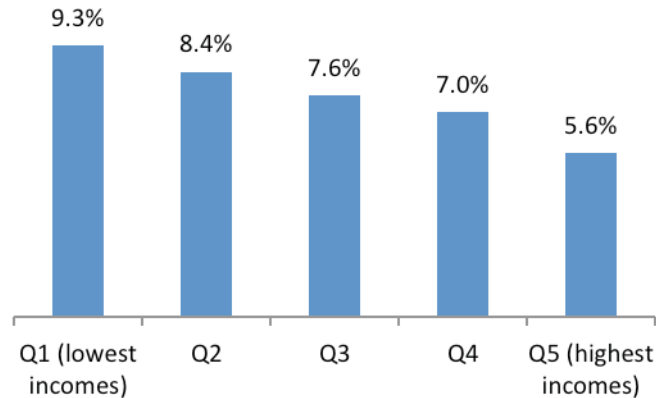
<sup>18</sup> Toronto Public Health (2008). *The Unequal City: Income and Health Inequalities in Toronto*. City of Toronto. [http://www.toronto.ca/health/map/pdf/unequalcity\\_20081016.pdf](http://www.toronto.ca/health/map/pdf/unequalcity_20081016.pdf)

<sup>19</sup> Public Health Agency of Canada. *What Makes Canadian Health or Unhealthy?* Accessed January 10, 2011 <http://www.phac-aspc.gc.ca/ph-sp/determinants/determinants-eng.php#income>

<sup>20</sup> Institute for Clinical Evaluative Sciences. *Trends in diabetes prevalence, incidence and mortality, 1995/06–2004/05*. Local Health Integration Report: Hamilton Niagara Haldimand Brant. Accessed December 15 2010. [http://www.ices.on.ca/file/DiabetesCh1\\_Update\\_LHIN04\\_Dec6.ppt](http://www.ices.on.ca/file/DiabetesCh1_Update_LHIN04_Dec6.ppt)



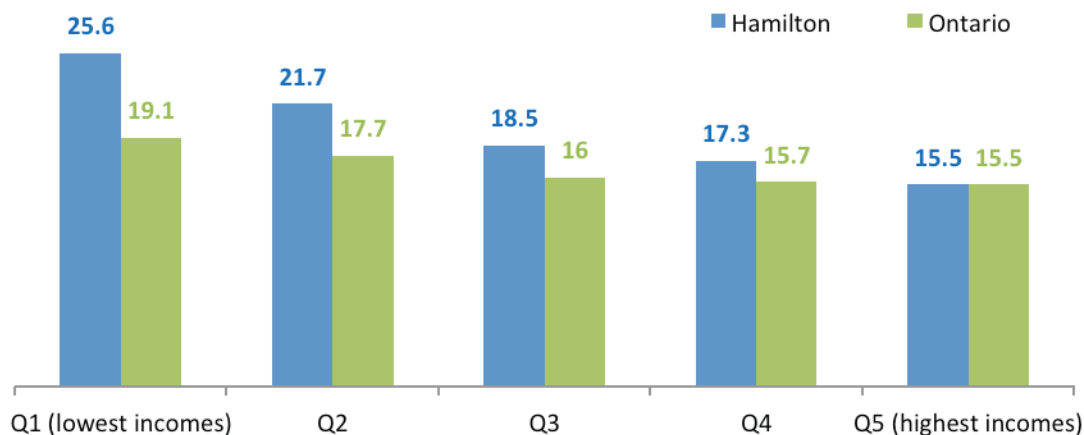
**Chart 35. Age- and sex-adjusted prevalence rate of diabetes mellitus per 100 residents aged 20 years and older, City of Hamilton by neighbourhood income quintile, 2004/05,**



Data source: Institute for Clinical Evaluative Studies

This trend is also evident in Hamilton's mortality rate in persons with diabetes (Chart 36). The mortality rate in Hamilton's wealthiest neighbourhoods is the same as the average for wealthy neighbourhoods across Ontario (15.5 deaths per 1,000 population). But among Hamilton's lowest income neighbourhoods, the mortality rate is much higher than the average in Ontario's lowest income neighbourhoods (25.6 for Hamilton compared to 19.1 for Ontario). This difference in diabetes mortality rates between Hamilton and Ontario warrants further investigation, especially considering the prevalence of diabetes in Hamilton is very close to Ontario's among all income groups.

**Chart 36. Age- and sex-adjusted mortality rate per 1,000 Ontarians with diabetes mellitus aged 20 years and older, City of Hamilton and Ontario by neighbourhood income quintile, 2000/01–2004/05**



Data source: Institute for Clinical Evaluative Studies

The Toronto Public Health's Unequal City report concluded that:

The health inequalities documented in this report should be seen as unacceptable in a society that places a high value on equal access to good health. These differences represent a missed opportunity to achieve better health



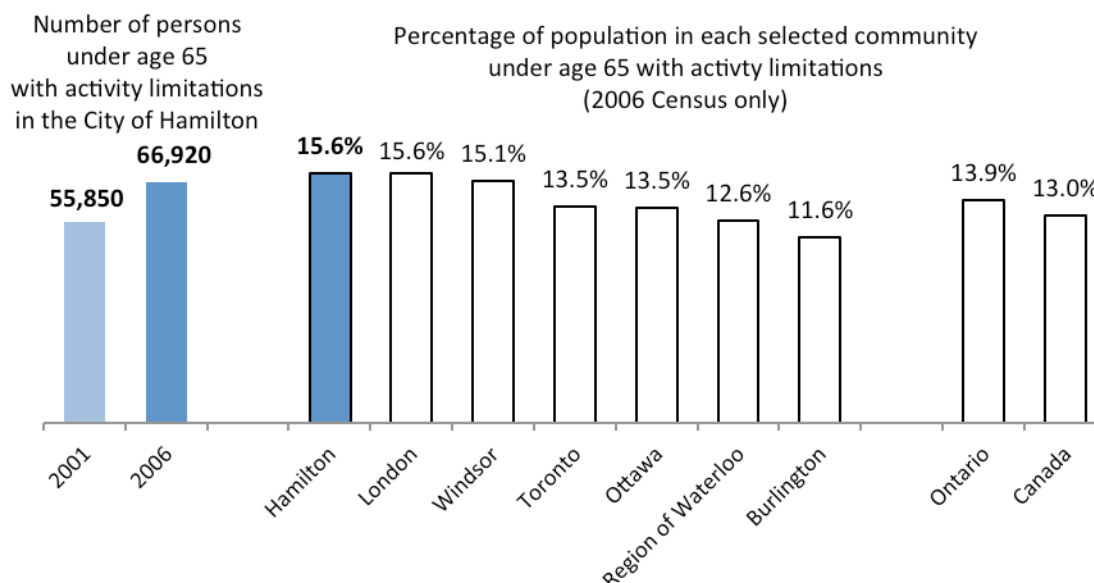
for the city as a whole. The reduction of income inequality and measures to reduce poverty should be pursued as priority health strategies.<sup>21</sup>

## 10.2 Activity limitations

One of the questions on the 2006 long form of the census asked “Does this person have any difficulty hearing, seeing, communicating, walking, climbing stairs, bending, learning or doing any other similar activities?”. (The census guide further explained to respondents that this question refers to conditions or health problems that have lasted or are expected to last six months or more.) There is no single best measure of disability<sup>22</sup>, but this census question on self-declared activity limitations can be used to gain some limited insight into this population.

This activity limitation data shows that the number of persons under age 65<sup>23</sup> in Hamilton with self-declared activity limitations is growing rapidly, up almost 15,000 people since 2001, reaching 106,460 in 2006 (Chart 37). In 2006, 66,920 persons of those with activity limitations were under the age of 65 (63%). The proportion of Hamilton’s population under age 65 that declared an activity limitation on the census stood at 15.6%, tied for first place with London among comparable cities.

**Chart 37. Persons under age 65 with self-declared activity limitations**



Data source: 2001 and 2006 Censuses of Canada, Statistics Canada

<sup>21</sup> Toronto Public Health (2008). *The Unequal City: Income and Health Inequalities in Toronto*. City of Toronto. [http://www.toronto.ca/health/map/pdf/unequalcity\\_20081016.pdf](http://www.toronto.ca/health/map/pdf/unequalcity_20081016.pdf)

<sup>22</sup> Andrew MacKenzie, Matt Hurst and Susan Crompton (2009). *Living with disability Series: Defining disability in the Participation and Activity Limitation Survey*. Canadian Social Trends, Statistics Canada. <http://www.statcan.gc.ca/pub/11-008-x/2009002/article/11024-eng.htm>

<sup>23</sup> The analysis for this population was done only for the persons with self-declared limitations under age 65. Seniors were excluded because that age group has a much higher rate of disability than other age groups and because there are different proportions of seniors in each community. If the disability rate for the entire population is examined, the different rates are heavily affected by the proportion of seniors in each community.



One reason behind the varying rates of disabilities among the comparable cities may be housing affordability. Due to the barriers encountered by the disabled population in the labour market, this population has a higher poverty rate and lower median incomes than the general population; so many disabled persons may seek to live in cities where the cost of living is lower. Comparing with of average gross rents for the selected cities in Chapter 11, the general trend is that the cities with the lowest rents have higher rates of disability, while many of the communities with higher rents have generally lower rates of disability.

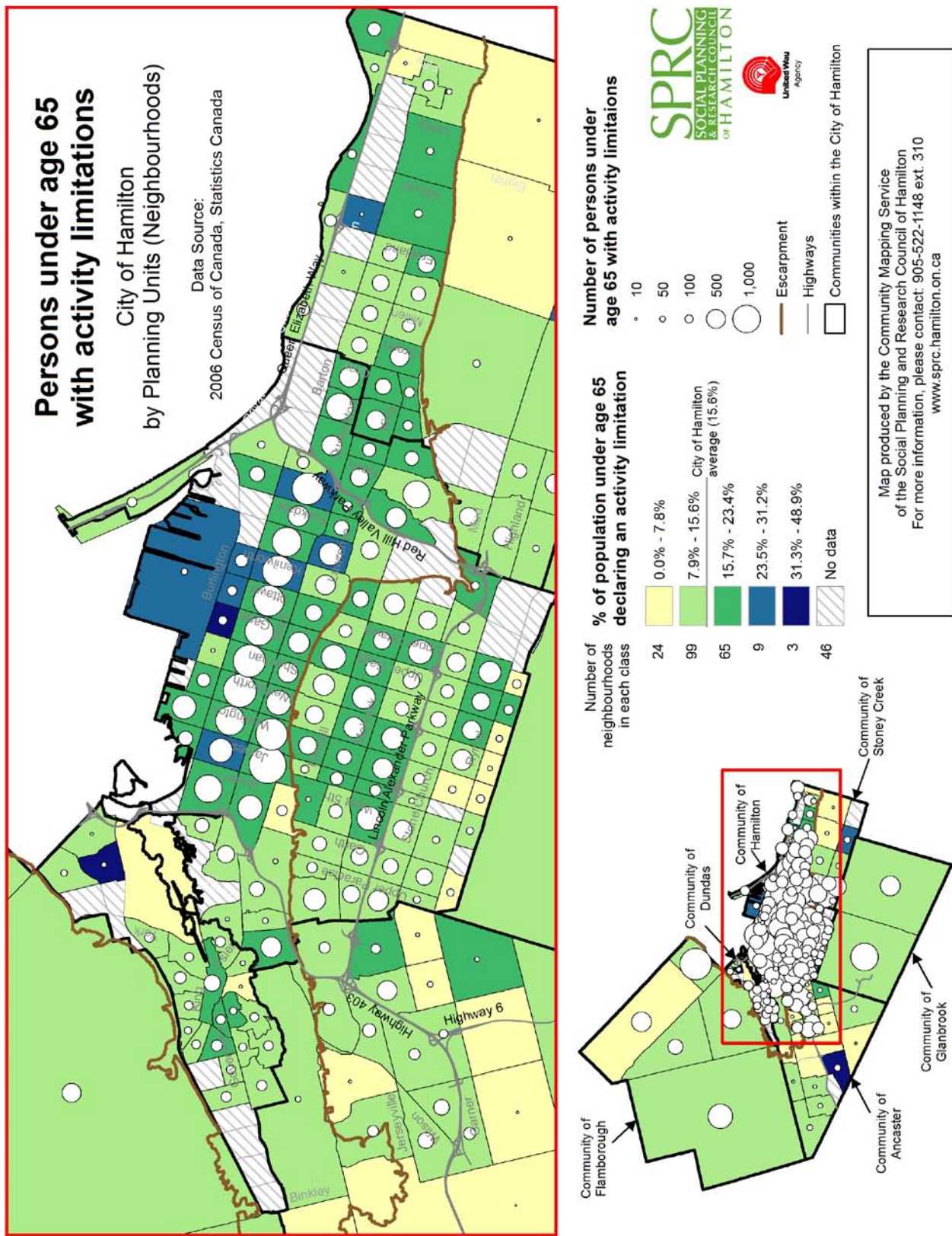
Another factor influencing the higher disability rate in Hamilton may be the traditional industrial and manufacturing employment base in this city. The types of jobs in these industries have higher rates of workplace injuries and longer term negative health effects, which lead to disability for many workers. Among the set of comparable cities in this report, Windsor, another city with a large manufacturing employment base also has a higher than average disability rate. Again, further investigation is needed to better understand if this factor is a significant explanation for the disability trends.

The geographic distribution of Hamilton's population under age 65 with activity limitations is illustrated in Map 7. All almost all areas of the city have neighbourhoods with higher than average disability rates, including Ancaster, Dundas, the lower city and Hamilton Mountain as well as Stoney Creek.

Hamilton businesses and organizations will soon have to start to take notice and adapt to the increasing rates of disability with the community's population if they haven't already. The new provincial Accessibility for Ontarians with Disabilities Act has a goal of an accessible Ontario by 2025. The first stage requires all businesses and organizations to develop and enforce policies to promote accessible customer services by 2012. The future stages will remove and prevent barriers in employment, information and communications, transportation, and the built environment.



Map 7.



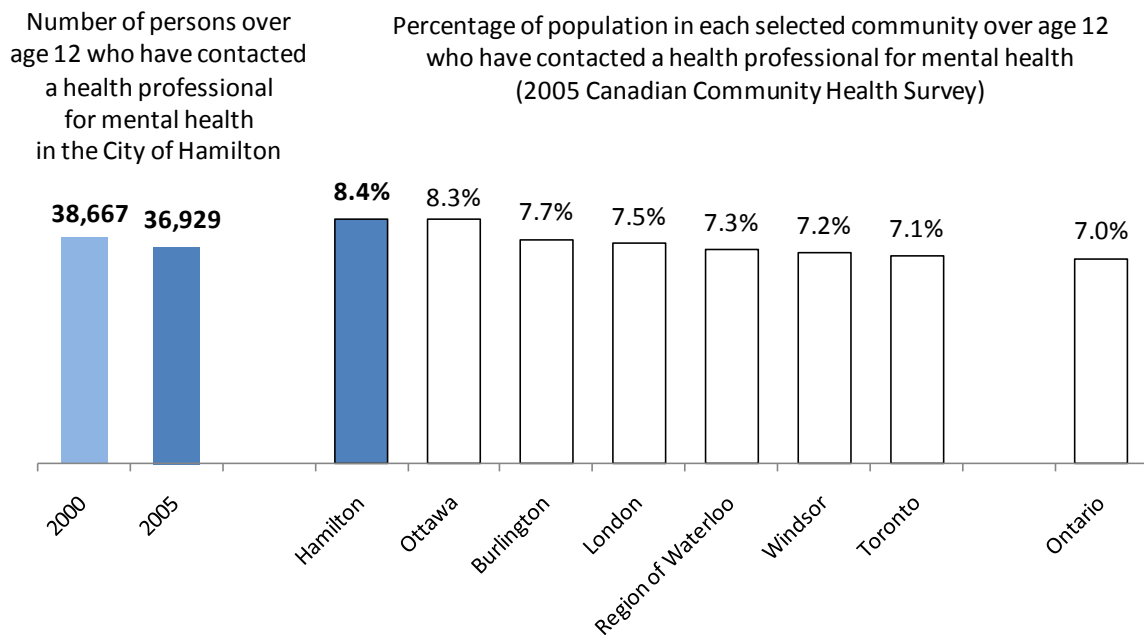


### 10.3 Mental Health

The Canadian Community Health Survey, conducted by Statistics Canada, has some data for Hamilton on a host of self-reported health measures such as health status, smoking, fruit and vegetable consumption, immunization rates, etc. For the purposes of this report, the data on the number of residents who say they have contacted a health professional about mental health in the previous year was most important from a social planning perspective. Difficulties with one's mental health can lead to problems in personal and employment relationships, finding and maintaining housing and/or physical health.

In 2005, this survey found that 36,929 persons over 12 years of age said they have contacted a health professional about mental health, which was 8.4% of the population (Chart 38). As with the disability data, this places Hamilton first among comparable cities.

**Chart 38. Persons who have contacted a health professional for mental health**



Data source: 2000 and 2005 Canadian Community Health Survey, Statistics Canada

Mental health challenges can lead to many health and social problems, such as suicide, hoarding, and violence to name just a few. Currently mental health supports are underfunded in Hamilton and across Canada. Because of the long waiting lists for insured services and inadequate incomes that prevent many from accessing other supports (such as psychologists and private practice social workers), tax payers will continue to pay for the outcomes of untreated mental health challenges such as increased justice and health-related services.



## 11.0 HOUSING

The number of renter households in Hamilton has been in decline (Chart 39), in part because very little rental housing has been built in recent decades and because low interest rates have made home ownership more affordable for some families, who have sometimes converted rental homes into owner occupied homes. The decline in the proportion of renter households is seen across most of Ontario, and in all the selected communities for this report. In 2006, Hamilton had a slightly higher percentage of households led by renters than the overall provincial average (32% vs. 29%) but much less than Toronto (46%).

**Chart 39. Renter households**

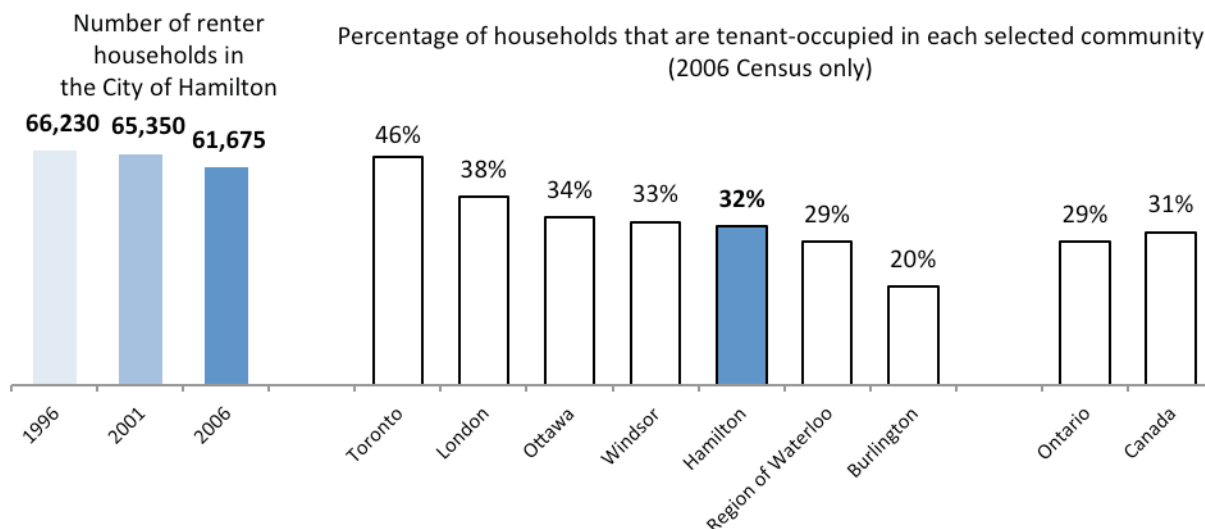
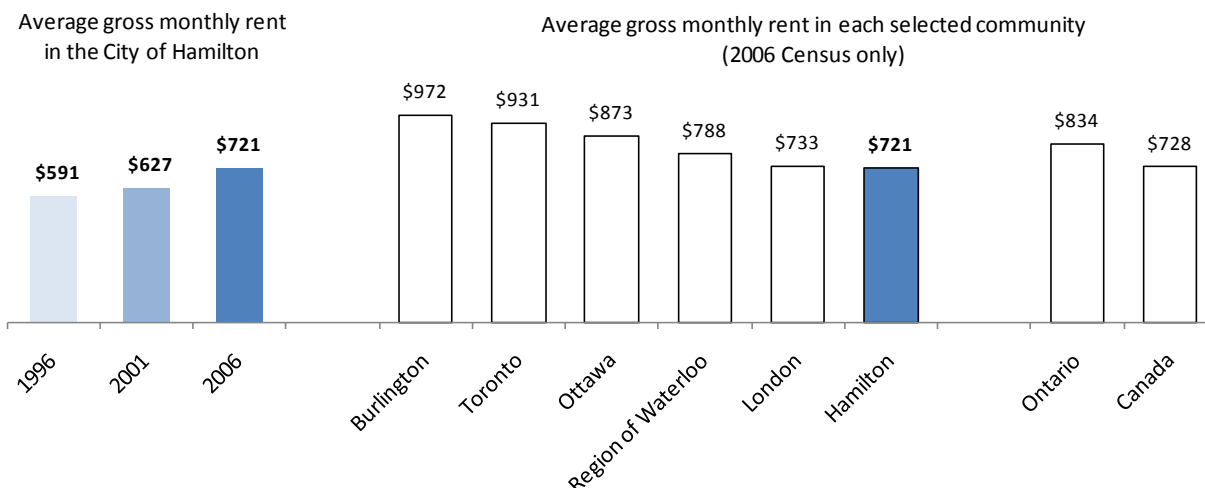


Chart 40 shows that Hamilton has the second lowest average gross rent of all the comparable communities, only higher than Windsor.

**Chart 40. Gross Rents**



Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada (not adjusted for inflation)



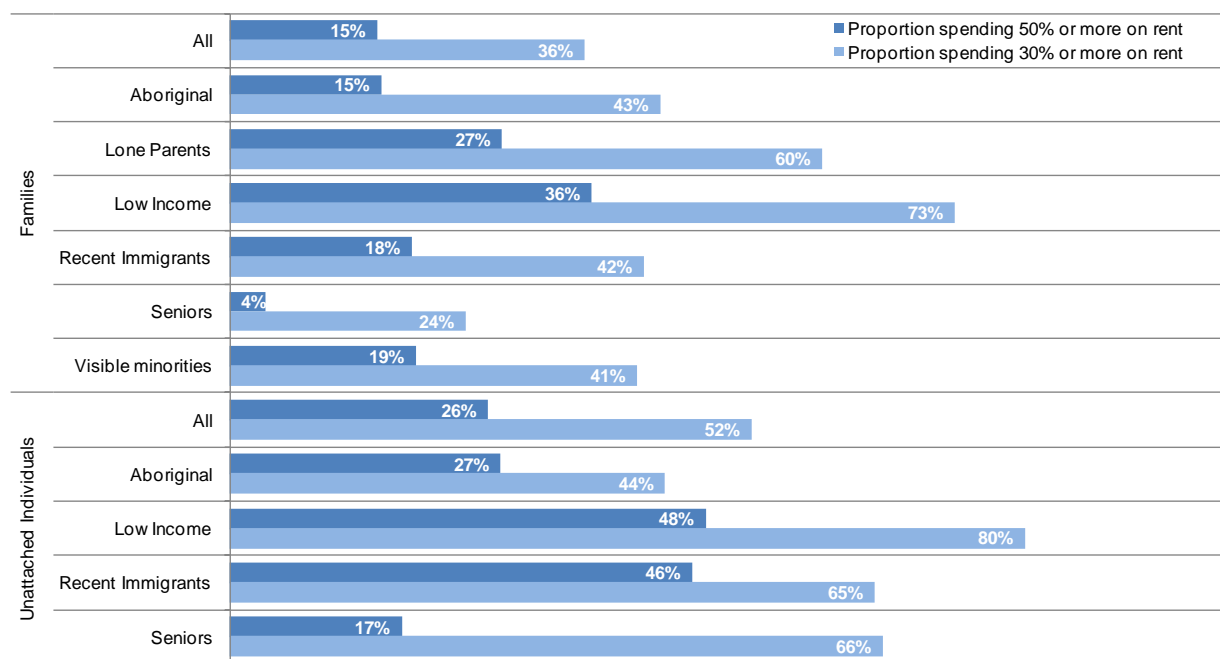
In some ways, the city's lower rental costs makes Hamilton a more affordable city to live in as compared to other communities. However, since Hamilton also has a relatively low median income (see Chapter 9 of this report), the lower median rent does not translate into more disposable income for residents. In 2006, a full 44% of renter households lived in unaffordable housing. 33,340 renter households spent 30% or more of their income on shelter, and almost half of these households, or 15,020, were paying 50% or more of their income on rent, putting them at serious risk of homelessness.

Affordability also varies dramatically between groups (Chart 41). Families, who often have more than one income to draw upon, generally have fewer problems with housing affordability than single persons. But some families in Hamilton are struggling more than others, for example:

- Almost three quarters of low income families (over 9,000 families) are paying more than 30% of their income on rent
- More than a third of low income families in Hamilton (almost 4,500 families) are paying more than half their income on rent, which puts these families at risk of homelessness

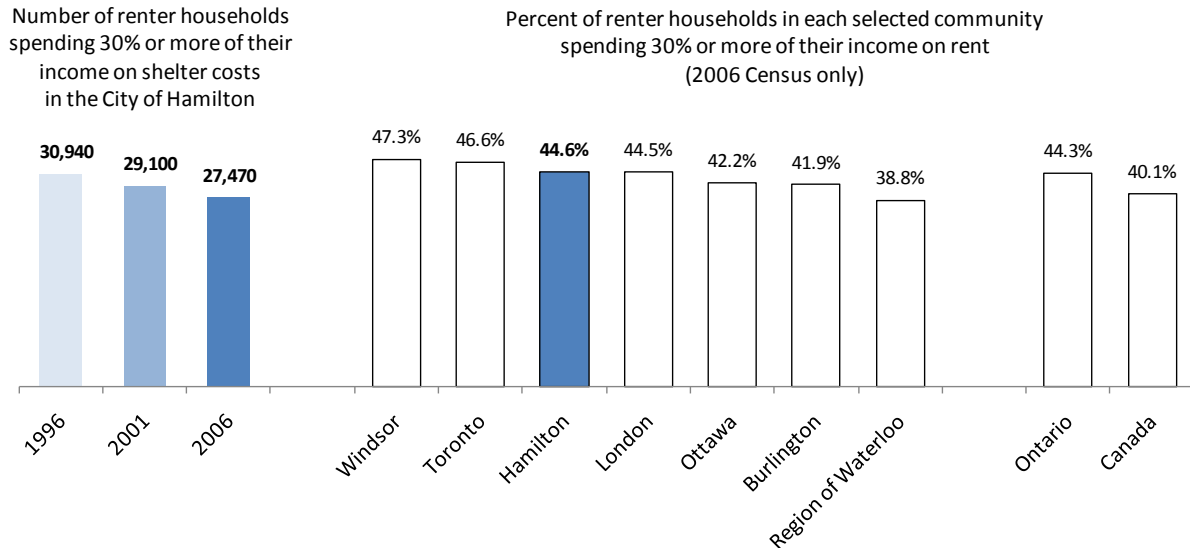
Unattached individuals (most often singles living alone or with roommates) have the biggest challenge finding affordable rental housing in Hamilton. More than half of singles who are renters (17,700 persons) are spending 30% or more of their income on rent. This figure reaches 80% among low income singles (over 14,000 people). One quarter of singles are at risk of homelessness, with very close to half of recent immigrants and low income singles in this situation.

**Chart 41. Housing affordability for renters by selected groups, City of Hamilton, 2006**



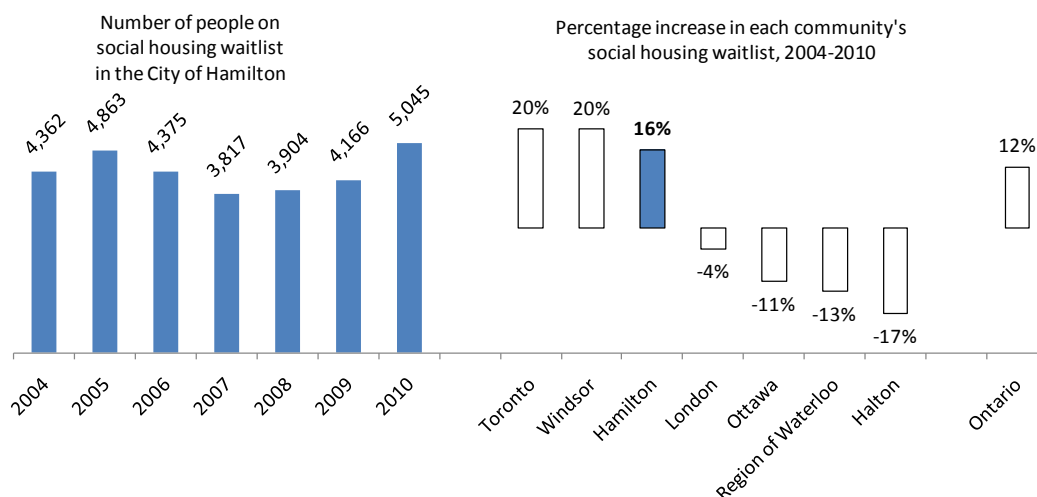
The chart of renter households who are spending 30% or more of their income on shelter costs shows that Hamilton is the community with the 3<sup>rd</sup> highest rate among our selected communities (Chart 42).



**Chart 42. Renter households who are spending 30% or more of their income on shelter costs**

Data source: 1996, 2001 and 2006 Censuses of Canada, Statistics Canada

One of the ways municipalities try to address the problems of housing affordability is through social housing. In Hamilton, there are more than 14,000 social housing units providing affordable housing to more than 30,000 residents. Almost half of the units are owned and managed by City Housing Hamilton, a non-profit corporation owned by the City of Hamilton. Access to Housing is the organization that manages the waitlist for the entire social housing portfolio in Hamilton. The waiting list for social housing has seen a large increase in the last few years, mainly due to the recession. Hamilton had a larger increase in its social housing waitlist than the provincial average in the 2004-2010 period (Chart 43).

**Chart 43. Waiting lists for social housing**

Data source: Ontario Non-Profit Housing Association



The province recently released its long-term affordable housing strategy. The legislative changes that are forthcoming will be helpful to many social housing tenants, especially in reducing the large amount of paperwork and subsequent rent increases that accompany even small increases in a person's income. But the strategy did not lay out any increases to funding for affordable housing. The City of Hamilton is currently developing a Housing and Homeless Action Plan with its community partners. One of the goals is to have community support on priorities within the sector to help decide where any new funding should be directed to best improve affordable housing and reduce homelessness.

Without any additional funding for social housing or related supports, the situation for the thousands of families and individuals in precarious housing is only getting more difficult. There will be continuing need for services that help people deal with the consequences of unstable and/or unaffordable housing, including mental health supports and bankruptcy and debt counseling.



## 12.0 CIVIC ENGAGEMENT

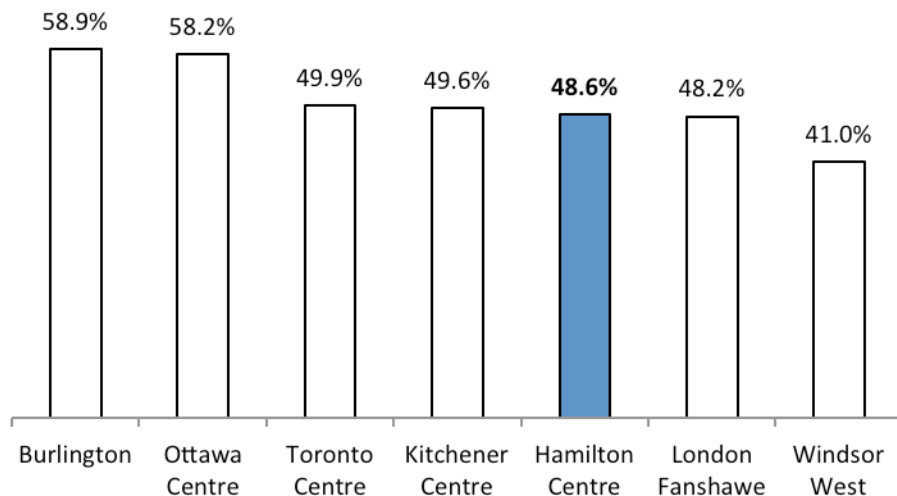
An important indicator of a community's health is the degree to which its citizens participate and engage in community activities and democratic structures. Two measures of civic engagement, voter turnout and charitable donations are included in this report.

### 12.1 Voter turnout

For this report we have chosen to examine the 2007 provincial election, which is the latest election for which data are available on a sub-neighborhood-level scale.

The City of Hamilton is comprised of five electoral districts (also known as ridings): Hamilton Centre, Hamilton East-Stoney Creek, Hamilton-Mountain, Ancaster-Flamborough-Dundas-Westdale, and the westernmost part of Niagara-Glanbrook. The combined overage voter turnout in these five ridings was 48.7%, lower than the provincial average of 52.1%. Examining the ridings that include the downtowns of the set of comparable cities, Hamilton-Centre's voter turnout of 48.6% is in 6<sup>th</sup> place, only higher than London-Fanshawe and Windsor-West (Chart 44).

**Chart 44. Voter turnout rate, downtown ridings of selected communities, 2007 Ontario Provincial Election**



*Data source: Elections Ontario*

Map 8 shows the distribution of voter turnout throughout the city's 1,500 polls in the 2007 election. In this map, we can see that the escarpment seems to divide the city when it comes to civic engagement. Those living just above the escarpment have voter turnout rates of sometimes 20-30 percentage points higher than the rates for the residents living just a few hundred metres below them in the lower city.

However, there are pockets of low voter turnout in almost all parts of the city, for example on the mountain, in Waterdown and pockets of Glanbrook and Stoney Creek. Throughout the lower city, within areas that have generally lower voter turnout rates, there are very small polls with much higher turnout. These small polls are for some individual apartment buildings, which due to their large number of units were assigned dedicated polling stations. There are usually two factors which drive up the voter turnout rate in these locations: 1) having a polling station in one's own building helps reluctant voters overcome their resistance to voting since they do not have to travel



to (and find) their polling location; 2) these buildings often have high proportion of seniors, who have the highest voter turnout of all the age groups.

Most of the polls with the lowest voter turnout rates are concentrated in the areas closest to the industrial areas in north and central-east Hamilton, areas that also have higher rates of poverty. As noted in the Hamilton Urban Core Community Health Centre's *No Community Stands Alone* report "there are many obstacles to civic participation and community involvement when you are poor."<sup>24</sup>

The general decline in voter turnout in Canada in the last two decades has most commonly been attributed to a marked disinterest in politics by younger generations. But the effect of rising social and income inequality has not received as much attention<sup>25</sup>. Lower voter participation among residents who are struggling on low incomes creates a negative feedback loop: our city's most vulnerable aren't represented at the tables where policies that affect them are discussed and civic and political leaders don't hear their voices when making decisions, then those on the margins feel that the political system does not reflect their priorities and they become more disenchanted.

The City of Hamilton's Human Services Planning's Demographic Profile offers the following analysis and recommendations about declining voter turnout:

Voter turnout is linked to the level of civic engagement in a community. Strategies should be explored to not only increase the percentage of citizens who vote, but to reach out to marginalized communities within which the voter turn-out rates may be particularly low. Since political representatives (either federal/provincial/municipal) may not always be reflective of the diversity within the city, political parties might also wish to make extra efforts to be more inclusive when seeking candidates to run in elections or creating an environment where candidates from marginalized communities would be supported to run for office.<sup>26</sup>

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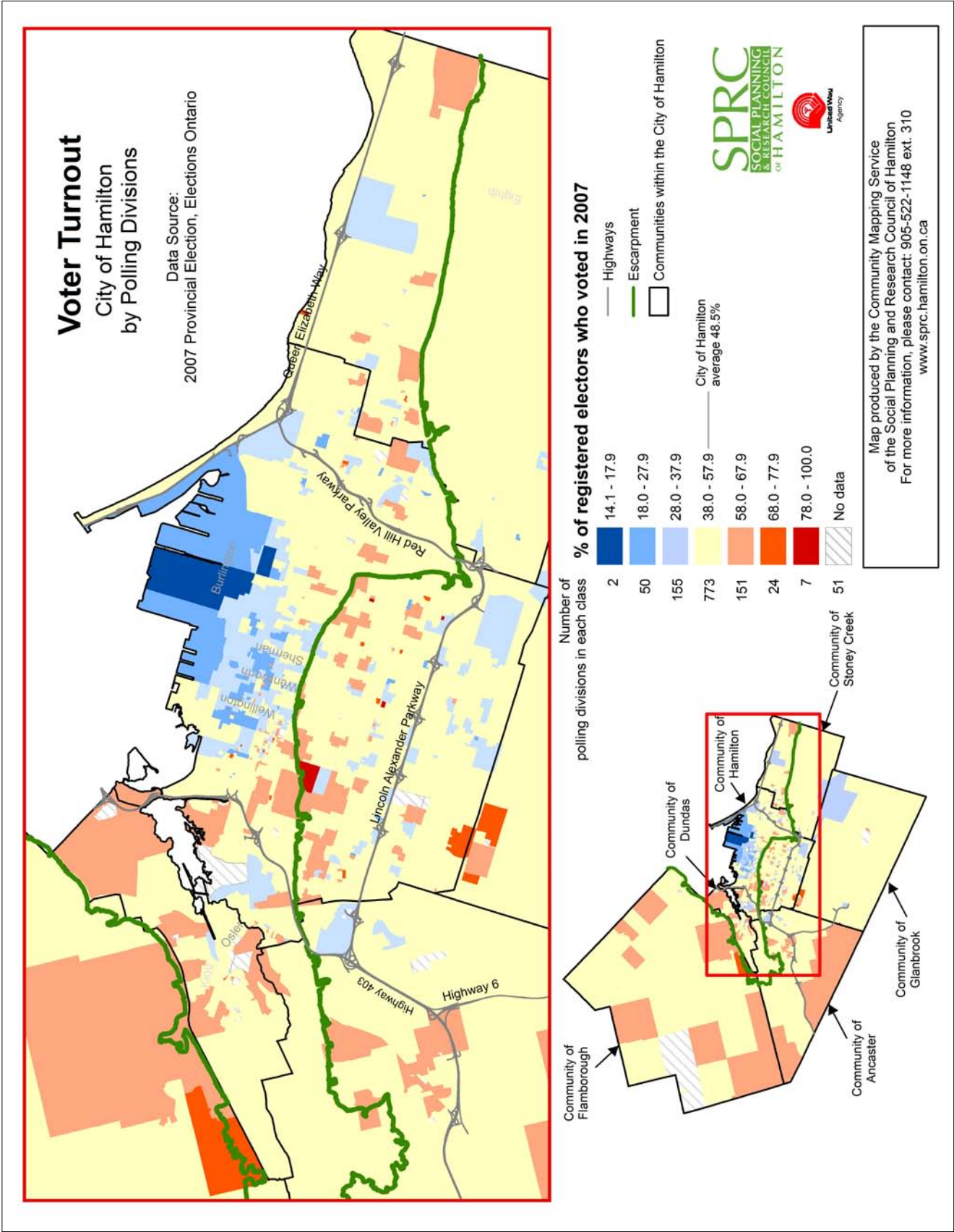
<sup>24</sup> Hamilton Urban Core Community Health Centre. *NO Community Stands ALONE: Highlights of the Community Roundtable Discussions*. [http://www.hucchc.com/upload/campaign/NO\\_Community\\_Stands\\_ALONE.pdf](http://www.hucchc.com/upload/campaign/NO_Community_Stands_ALONE.pdf)

<sup>25</sup> Social Planning Network of Ontario. 2010. *Ontario's Social Landscape: Socio-demographic trends and conditions in communities across the province*. <http://spno.ca/images/stories/pdf/reports/ontario-social-landscape-2010.pdf>

<sup>26</sup> City of Hamilton. 2010. *The Playbook - A Framework for Human Services Planning in Hamilton: Technical Report #3 Demographic Profile*. <http://hamilton.ca/HealthandSocialServices/SocialServices/humanservicesplan>



Map 8.



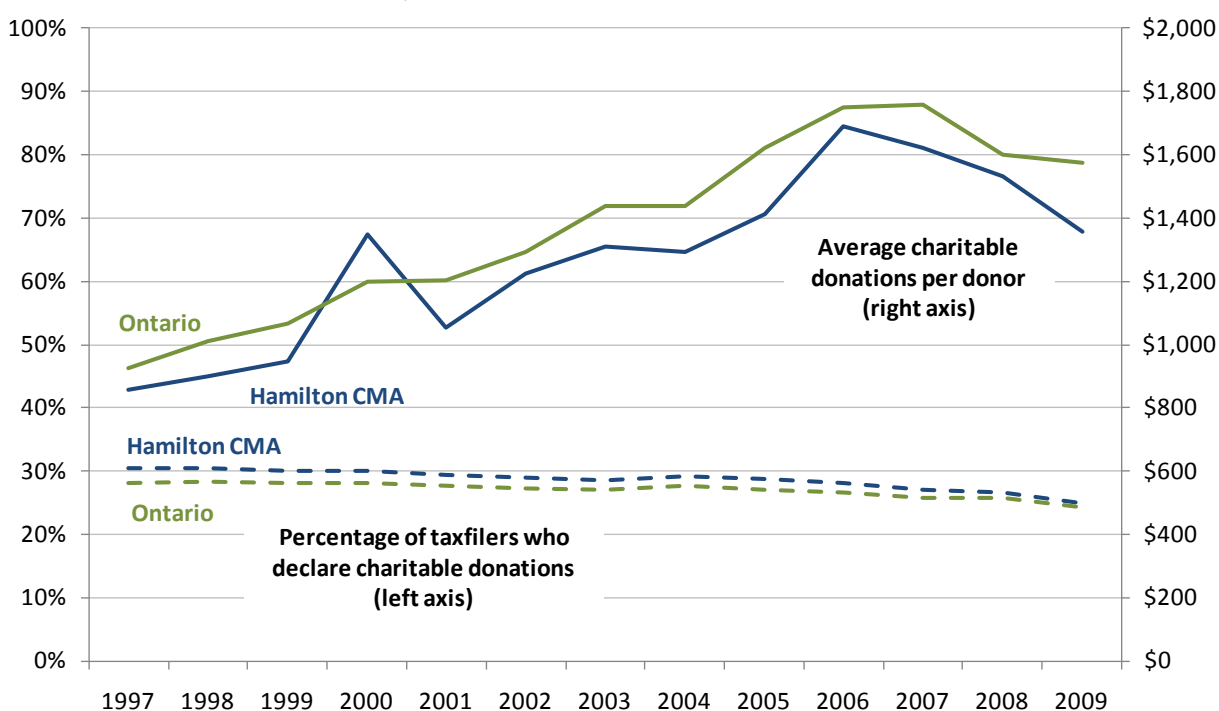


## 12.2 Charitable donations

Charitable donations are an important contributor to civic life and community services in Hamilton. In 2009, donors from Hamilton Census Metropolitan Area (CMA) (which includes Burlington and Grimsby) gave a combined \$173 Million to charitable organizations.

The general trend in Ontario and in the Hamilton CMA is that the number of donors is decreasing, but the average donation is increasing (Chart 45). The Hamilton CMA has a slightly higher percentage of donors than Ontario, but the percentage of Hamilton CMA tax filers who declare charitable donations has decreased from 30.5% in 1997 to 25.0% in 2009. The decline in donors was occurring even before the last recession. The average donations in the Hamilton CMA are slightly lower than in Ontario, but have increased from \$858 to \$1356. The average donations decreased substantially during the recent economic downturn, with a 16% decrease in the Hamilton CMA and a 10% decrease across Ontario.

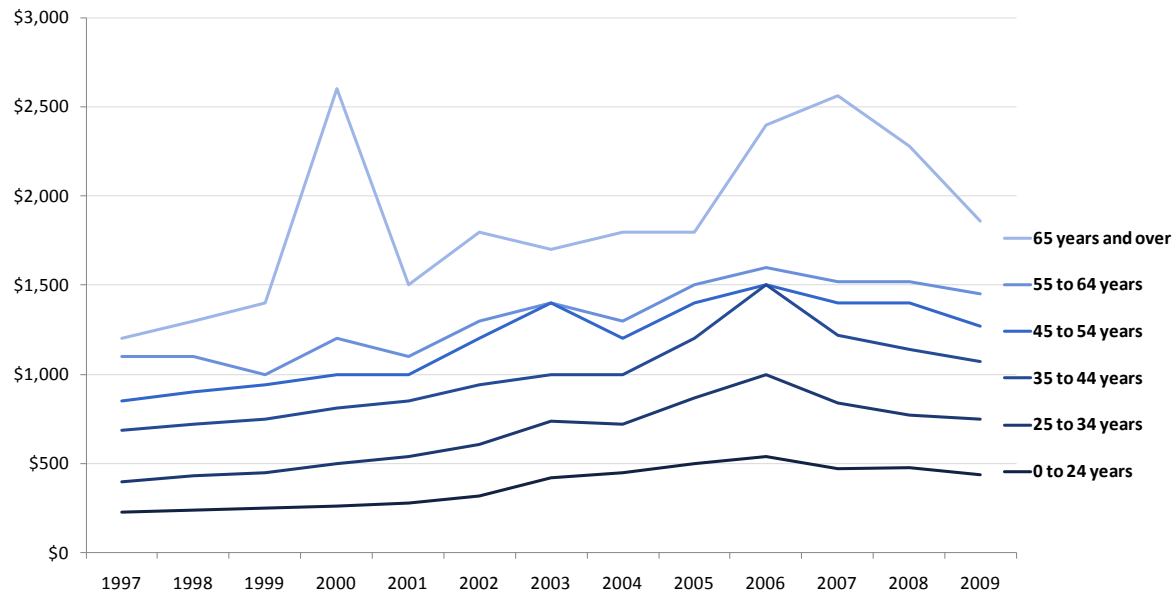
**Chart 45. Donors and donations, Hamilton CMA and Ontario 1997-2009**



Data source: Small Area Administrative Data, Statistics Canada

A breakdown of Hamilton CMA donors by age group shows that each successively older age group gives larger average amounts to charity (Chart 46). This corresponds to the fact that incomes generally increase with age, except for seniors. The very large donations from seniors are explained in part by gifts left for charities in a person's will (for example in the form of endowments). While the youngest age group (donors under 25 years old) gives the smallest amounts, this age group has seen the largest increase in donations, going from an average of \$230 in 1997 to \$440 in 2009, a 91% increase. This increase is larger than the Ontario-wide increase of 71% in this age group.



**Chart 46. Charitable donors by age groups, Hamilton CMA and Ontario, 1997-2009**

Data source: Small Area Administrative Data, Statistics Canada

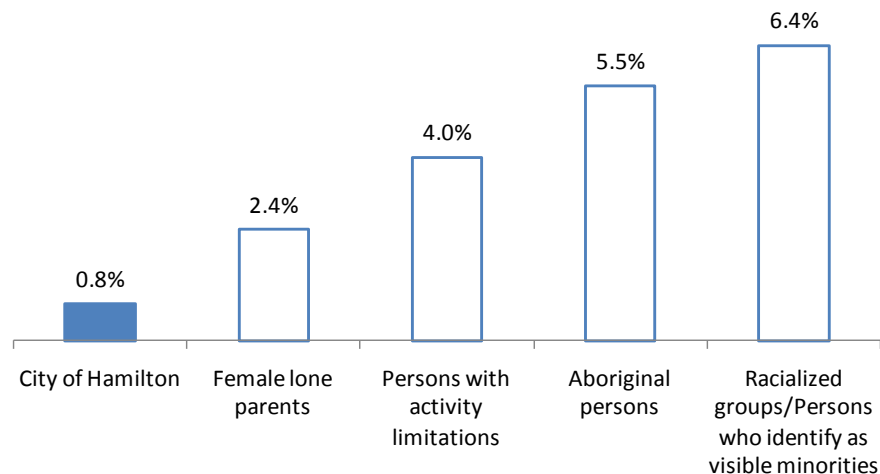


### 13.0 CONCLUSION

This report has attempted to highlight some key trends in Hamilton's social landscape. Some trends are similar to challenges facing communities across the country, such as a growing senior population and a shrinking population of young children. These two trends in particular, however, are magnified in Hamilton as compared to our selected comparable communities, with the city having both the second largest proportion of seniors in its population and the second lowest proportion of young children. These factors combined with slowing immigration have meant that Hamilton has a low population growth, only higher than Toronto among our set of comparable communities. These demographic shifts with Hamilton's population highlight the need for improved planning with regards to infrastructure and services such as housing stock, schools, and transit, and programs such as immigration recruitment strategies. This is especially urgent for Hamilton if the city is to meet the targets for population and employment growth set by the province's *Places to Grow* strategy.

Though poverty rates in Hamilton declined overall between 1996 and 2006, this report has shown that many populations that experience the highest poverty rates are growing rapidly. These groups include Aboriginals, female lone parents, persons with disabilities, and visible minorities (Chart 47). The poverty rates for these groups are higher in Hamilton than the provincial average. In fact, seniors are the only group within Hamilton's population (investigated in this report) with a high growth rate that also has a lower than average poverty rate. These findings underscore the importance of the recent focus by municipal, social and business leaders on poverty reduction strategies in Hamilton.

**Chart 47. Average annual growth rate of selected groups in the City of Hamilton compared to the overall annual population growth rate, 1996-2006**



Data source: 1996 and 2006 Censuses of Canada, Statistics Canada

Many Hamiltonians often face challenges beyond insufficient income to live healthy lives and participate fully in society. These barriers include social exclusion, discrimination and racism, access to childcare, and the inaccessibility of our built environment. The disability and mental health indicators analyzed in this report are the only ones that show Hamilton ranked above all the other communities. This illustrates the need for services and infrastructure to be coordinated with the needs of this population in mind.

Inequities in health and civic participation by income are further challenges highlighted in this report that need to be addressed and rectified. Members of the city's groups often facing low income and social exclusion are not well represented in the Hamilton's leadership, in civic life, in business or in politics.

**What can be done to change these dynamics?**



The City of Hamilton has proposed that an **Inclusion Lens** be broadly adopted to help reverse the current trajectory.

What is inclusivity? According to the City it is “generating the feeling and the reality of belonging... and taking deliberate steps to welcome, accept and value all individuals, understand reverse exclusionary practices, and create opportunities for people from marginalized groups to participate in the planning and delivery of services.”

The City encourages the inclusion lens to be used to analyze all programs, services and practices to ensure they promote the social and economic inclusion of individual families and communities.

This inclusion lens must also be used in practices that engage residents in meaningful activities to gather feedback and become involved in decision-making. **Engagement activities** should be more than passive and informal and can take many more participatory and empowering forms (Table 1).

**Table 1. Community Engagement Framework**

Inclusivity Lens				
PASSIVE (INFORM)	REACTIVE (Consult)	PARTICIPATORY (INVOLVE)	EMPOWERMENT (COLLABORATE)	LEADERSHIP (EMPOWER)
Citizens and organizations are informed of issues	Citizens and organizations provide input into planning priorities	Citizens and organizations influence planning priorities and decision-making	Citizens and organizations work together in shared planning and action	Citizens and organizations initiate and lead in issue identification, planning and action
Levels of Engagement				

Taken from *The Playbook: A Framework for Human Services Planning in Hamilton, City of Hamilton (2010)*  
<http://www.hamilton.ca/HealthandSocialServices/SocialServices/HumanServicesPlan.htm>

The City has started to show leadership in improving its own community engagement practices. A recent example has been the Citizens' Forum on Area Rating of Property Taxes. Citizens were chosen at random from property tax records to be invited to be members and then applicants were selected to ensure the composition of the board reflected at least in part the geographic and demographic diversity of the city. The Citizens' Forum engaged in resident consultation activities of their own. They grappled over the complex and contentious issue of which parts of the city should pay for what services and were able to develop recommendations by consensus. These recommendations were debated by City Council and formed the basis of the final decision.

The City's recent neighbourhood development focus presents an opportunity to continue to build inclusion and strengthen resident engagement in civic life.

These are important steps that the City is taking, and it is imperative that other organizations, businesses and leaders continue in this path. Inclusion and engagement are not easy solutions; they take time, effort and investment. But they are worthwhile because they hold the promise that few other strategies can deliver: *for the people by all the people*.

As is common when investigating social trends, this report has uncovered more questions than answers. With further community consultations and analysis of these trends, the SPRC will continue this work to help find answers and solutions to the challenges highlighted in this report. We hope that this report is a useful starting point for social service agencies, community groups, civic institutions, city leaders and citizens for their planning purposes.



**APPENDIX: COMMUNITY PROFILE AND CENSUS TRENDS DATA TABLES**



**Demographic Profile (2006), City of Hamilton**  
**Prepared by the Social Planning and Research Council of Hamilton**  
**For the United Way of Burlington and Greater Hamilton**

	City of Hamilton		Ontario
Characteristics	Total		
Population in 2006	504,559		
Population in 2001	490,268		
<b>Age characteristics</b>			
Total population	504,560		
0 to 4 years	26,940	5%	6%
5 to 9 years	29,410	6%	6%
10 to 14 years	33,535	7%	7%
15 to 19 years	34,895	7%	7%
20 to 24 years	34,385	7%	7%
25 to 29 years	30,330	6%	6%
30 to 34 years	30,620	6%	7%
35 to 39 years	34,760	7%	7%
40 to 44 years	41,230	8%	8%
45 to 49 years	40,840	8%	8%
50 to 54 years	36,125	7%	7%
55 to 59 years	31,865	6%	6%
60 to 64 years	24,225	5%	5%
65 to 69 years	19,740	4%	4%
70 to 74 years	17,855	4%	3%
75 to 79 years	16,210	3%	3%
80 to 84 years	12,615	3%	2%
85 years and over	8,975	2%	2%
Median age of the population	39.6		39
% of the population aged 15 and over	82.2		81.8
<b>Common-law status characteristics</b>			
Total population 15 years and over	414,670		
Not in a common-law relationship	386,360	93%	93%
In a common-law relationship	28,310	7%	7%
<b>Legal marital status characteristics</b>			
Total population 15 years and over	414,670		
Never legally married (single)	132,960	32%	32%
Legally married (and not separated)	206,235	50%	52%
Separated; but still legally married	15,035	4%	3%
Divorced	31,250	8%	7%
Widowed	29,190	7%	6%



	City of Hamilton		Ontario
Occupied private dwelling characteristics			
Total private dwellings occupied by usual residents	194,455		
Number of owned dwellings	132,785	68%	71%
Number of rented dwellings	61,675	32%	29%
Dwellings requiring major repair - as a % of total occupied private dwellings	7.4		6.6
Selected family characteristics			
Total number of census families	140,805		
Number of married-couple families	101,220	72%	74%
Number of common-law-couple families	14,500	10%	10%
Number of lone-parent families	25,085	18%	16%
Number of female lone-parent families	20,795	15%	13%
Number of male lone-parent families	4,295	3%	3%
Median income in 2005 - All census families (\$)	\$66,810		\$69,156
Median income in 2005 - Married-couple families (\$)	\$76,296		\$77,243
Median income in 2005 - Common-law-couple families (\$)	\$61,478		\$66,525
Median income in 2005 - Lone-parent families (\$)	\$36,844		\$38,448
Median income in 2005 - Female lone-parent families (\$)	\$35,131		\$36,496
Median income in 2005 - Male lone-parent families (\$)	\$51,358		\$50,339
Selected household characteristics			
Total private households	194,455		
Households containing a couple (married or common-law) with children	56,930	29%	31%
Households containing a couple (married or common-law) without children	53,725	28%	28%
One-person households	51,730	27%	24%
Other household types	32,070	16%	16%
Average household size	2.5		2.6
Median income in 2005 - All private households (\$)	\$55,312		\$60,455
Total Aboriginal and non-Aboriginal identity population	497,400		
Aboriginal identity population	7,625	2%	2%
Non-Aboriginal identity population	489,770	98%	98%



	City of Hamilton		Ontario
Educational attainment			
Total population 15 years and over	407,590		
No certificate; diploma or degree	102,180	25%	22%
High school certificate or equivalent	111,225	27%	27%
Apprenticeship or trades certificate or diploma	38,110	9%	8%
College; CEGEP or other non-university certificate or diploma	79,525	20%	18%
University certificate or diploma below the bachelor level	13,290	3%	4%
University certificate; diploma or degree	63,255	16%	20%
Total population aged 15 to 24	69,095		
No certificate; diploma or degree	27,655	40%	40%
High school certificate or equivalent	26,650	39%	39%
Apprenticeship or trades certificate or diploma	1,485	2%	2%
College; CEGEP or other non-university certificate or diploma	7,925	11%	10%
University certificate or diploma below the bachelor level	1,015	1%	2%
University certificate; diploma or degree	4,365	6%	7%
Total population aged 25 to 34	60,695		
No certificate; diploma or degree	6,190	10%	9%
High school certificate or equivalent	15,620	26%	24%
Apprenticeship or trades certificate or diploma	4,730	8%	6%
College; CEGEP or other non-university certificate or diploma	16,495	27%	24%
University certificate or diploma below the bachelor level	2,235	4%	4%
University certificate; diploma or degree	15,420	25%	33%
Total population aged 35 to 64	207,550		
No certificate; diploma or degree	35,955	17%	15%
High school certificate or equivalent	54,565	26%	25%
Apprenticeship or trades certificate or diploma	23,280	11%	10%
College; CEGEP or other non-university certificate or diploma	47,840	23%	21%
University certificate or diploma below the bachelor level	7,820	4%	5%
University certificate; diploma or degree	38,090	18%	24%
Total population aged 25 to 64	268,245		
No certificate; diploma or degree	42,145	16%	14%
High school certificate or equivalent	70,185	26%	25%
Apprenticeship or trades certificate or diploma	28,010	10%	9%
College; CEGEP or other non-university certificate or diploma	64,335	24%	22%
University certificate or diploma below the bachelor level	10,055	4%	5%
University certificate; diploma or degree	53,510	20%	26%
Location of study			
Total population 15 years and over	407,590		
No postsecondary certificate; diploma or degree	213,405	52%	49%
Postsecondary certificate; diploma or degree	194,185	48%	51%
Inside Canada	160,360	83%	78%
Outside Canada	33,820	17%	22%



	City of Hamilton		Ontario
<b>Labour force activity</b>			
Total population 15 years and over	407,590		
In the labour force	263,600		
Employed	246,340		
Unemployed	17,250		
Not in the labour force	143,995		
Participation rate	64.7		67.1
Employment rate	60.4		62.8
Unemployment rate	6.5		6.4
<b>Occupation</b>			
Total experienced labour force 15 years and over	258,755		
A Management occupations	23,080	9%	10%
B Business; finance and administration occupations	42,615	16%	19%
C Natural and applied sciences and related occupations	13,985	5%	7%
D Health occupations	16,950	7%	5%
E Occupations in social science; education; government service and religion	22,050	9%	8%
F Occupations in art; culture; recreation and sport	6,530	3%	3%
G Sales and service occupations	63,870	25%	24%
H Trades; transport and equipment operators and related occupations	44,205	17%	14%
I Occupations unique to primary industry	6,295	2%	3%
J Occupations unique to processing; manufacturing and utilities	19,175	7%	7%
<b>Industry</b>			
Total experienced labour force 15 years and over	258,755		
Agriculture and other resource-based industries	5,465	2%	3%
Construction	17,485	7%	6%
Manufacturing	42,525	16%	14%
Wholesale trade	12,020	5%	5%
Retail trade	29,600	11%	11%
Finance and real estate	14,260	6%	7%
Health care and social services	30,295	12%	9%
Educational services	20,340	8%	7%
Business services	42,365	16%	20%
Other services	44,400	17%	19%
<b>Place of work status</b>			
Total employed labour force 15 years and over	246,340		
Worked at home	13,600	6%	7%
No fixed workplace address	24,395	10%	10%
Worked at usual place	207,450	84%	83%
Worked in census subdivision (municipality) of residence	145,485	70%	60%
Worked in a different census division (county)	61,610	30%	24%
Worked in a different province	360	0%	1%



**Visible minority population characteristics**

	<b>City of Hamilton</b>		<b>Ontario</b>
Total population	497,395		
Total visible minority population	67,845	14%	23%
Chinese	9,300	14%	21%
South Asian	14,765	22%	29%
Black	13,900	20%	17%
Filipino	4,040	6%	7%
Latin American	5,585	8%	5%
Southeast Asian	5,995	9%	4%
Arab	5,390	8%	4%
West Asian	3,450	5%	4%
Korean	1,540	2%	3%
Japanese	985	1%	1%
Visible minority; n.i.e.	1,045	2%	2%
Multiple visible minority	1,845	3%	3%
Not a visible minority	429,555	86%	77%
<b>Income in 2005</b>			
Persons 15 years and over with income (counts)	388,490		
Median income - Persons 15 years and over (\$)	\$26,353		\$27,258
Median income after tax - Persons 15 years and over (\$)	\$23,865		\$24,604
Composition of total income (100%)	100		100
Earnings - As a % of total income	75.4		77.4
Government transfers - As a % of total income	12		9.8
Other money - As a % of total income	12.6		12.9
Income status of all persons in private households (counts)	495,450		
% in low income before tax - All persons	18.1		14.7
% in low income before tax - Persons less than 18 years of age	23.6		18

Data source: Statistics Canada; 2006 Census of Population.

Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13 2007.



Chart 1. Recent population growth

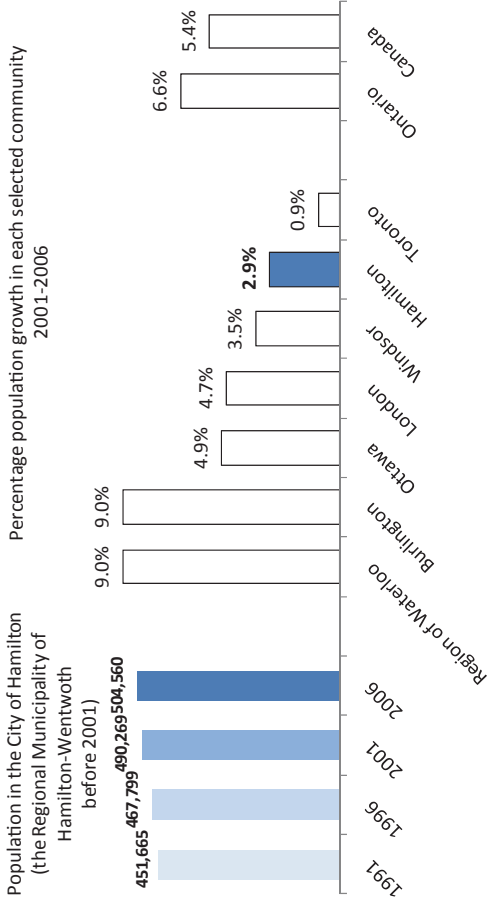


Chart 2. Young children

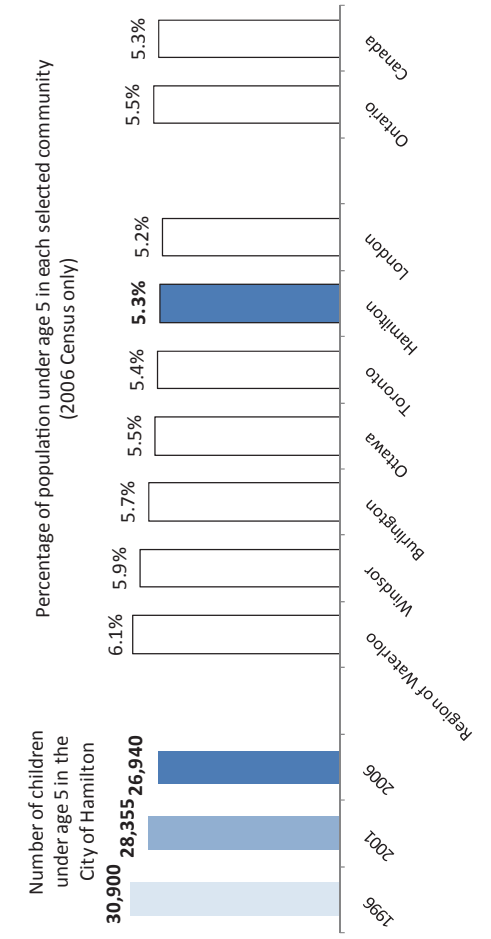


Chart 3. Seniors

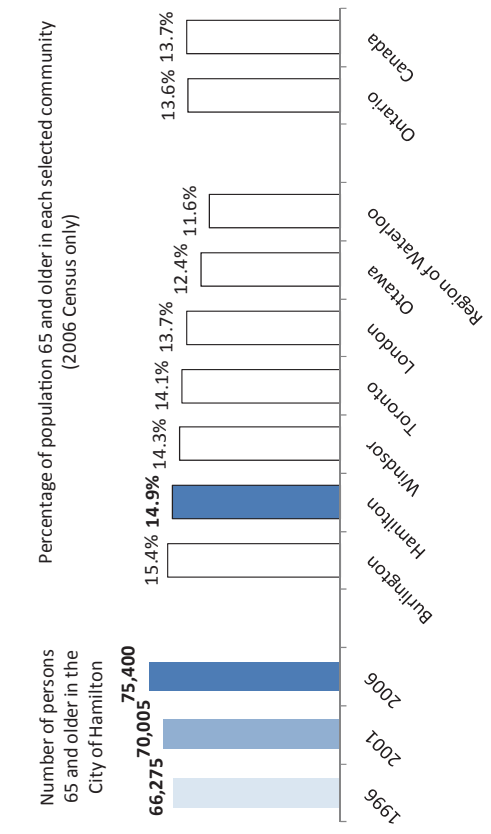


Chart 4. Recent immigrants

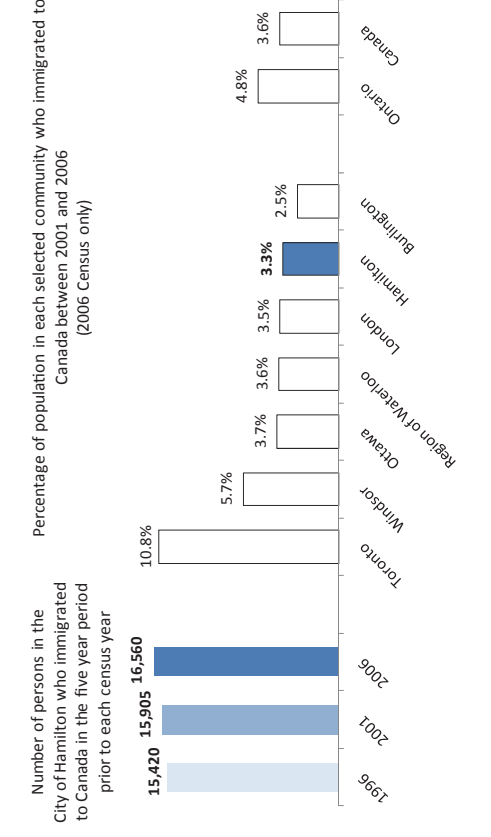
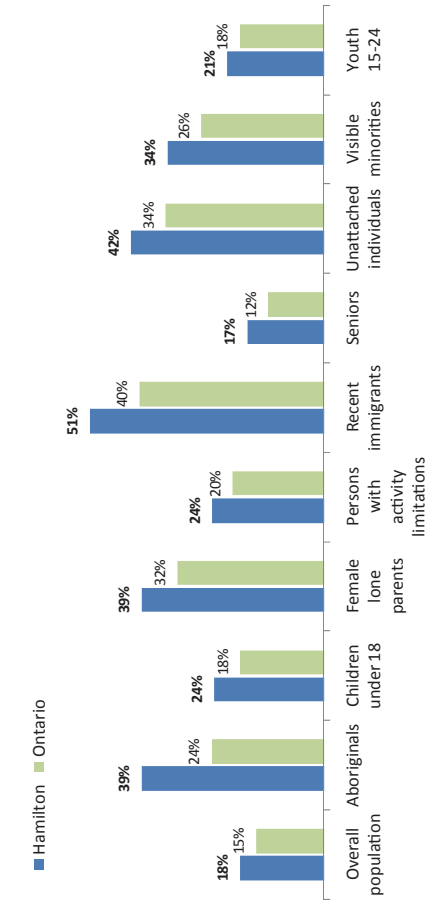


Chart 12. Poverty rates by selected groups, City of Hamilton and Ontario, 2006 Census



## Key trends in Hamilton's social landscape

- Some trends are similar to challenges faced by communities across the country, such as a growing senior population and a shrinking population of young children.
- These two trends in particular are magnified in Hamilton with the city having both the second largest proportion of seniors in its population and the second smallest proportion of young children within the set of comparable communities.
- These factors combined with low rates of immigration have meant that Hamilton has experienced slow population growth, only higher than Toronto within the set of comparable communities.
- Though poverty rates in Hamilton declined overall between 1996 and 2006, many populations who experience the highest poverty rates are growing rapidly. These groups include Aboriginals, female lone parents, persons with disabilities, and visible minorities. The poverty rates for these groups are higher in Hamilton than the provincial average.
- Many Hamiltonians often face challenges beyond insufficient income to live healthy lives and participate fully in society. One of the major barriers for many persons living on low incomes is social exclusion, a trend that is illustrated by the map on the next page.
- Other barriers include discrimination and racism, child care, and the inaccessibility of our built environment.
- Responses to these trends must address the specific challenges and barriers faced by groups overrepresented in low income populations in order to improve the quality of life for all citizens.
- The disability and mental health indicators analyzed in this report are the only ones that show Hamilton ranked above all the other selected communities. This underscores the importance for Hamilton to better coordinate services and infrastructure with the needs of these populations in mind.

Data notes: All data, except for Chart 9, are from the Statistics Canada's Census (1996, 2001 and 2006). Data for Chart 9 are from the Canadian Community Health Survey. Special thanks to the members of the Community Data Consortium ([www.communitydata.ca](http://www.communitydata.ca)), including the City of Hamilton, for making data available locally.

**A extra special thank you to all Hamiltonians who have faithfully completed their census forms over the years to allow this data to be the best reflection of social trends in our community.**

*For the full report, which includes additional findings and maps of selected indicators, please visit: [www.sprc.hamilton.on.ca](http://www.sprc.hamilton.on.ca)*

Chart 10. Persons working full-time yet still living in poverty

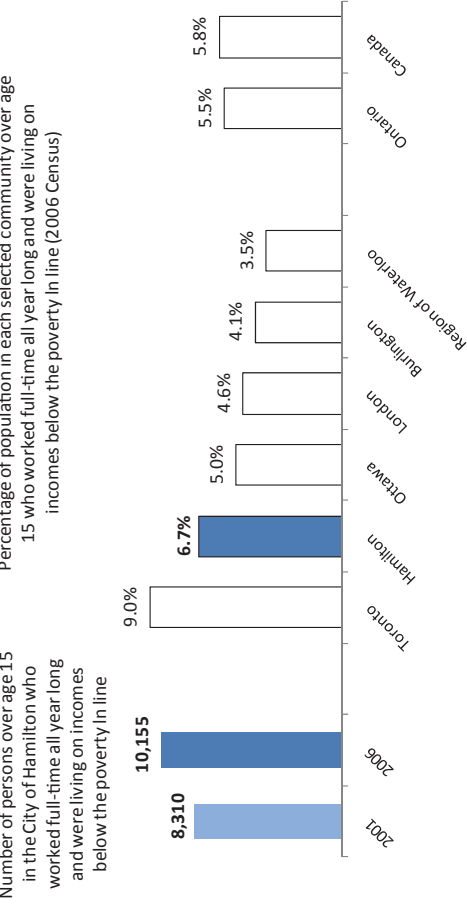


Chart 9. Persons who have contacted a health professional about mental health

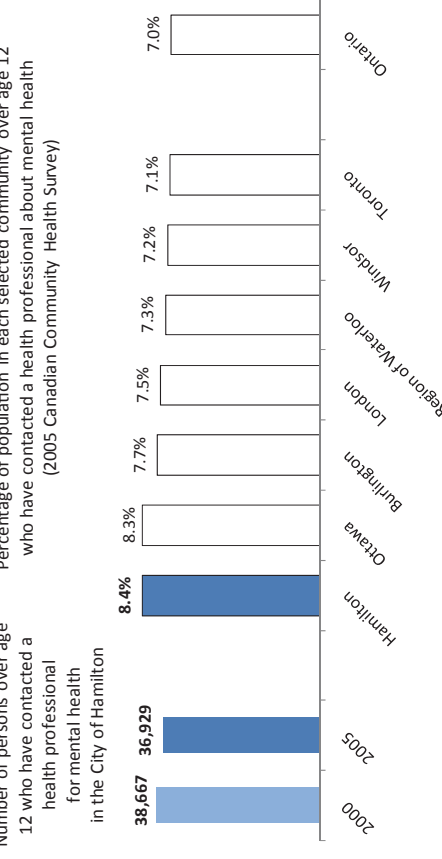


Chart 8. Persons under age 65 with self-declared activity limitations

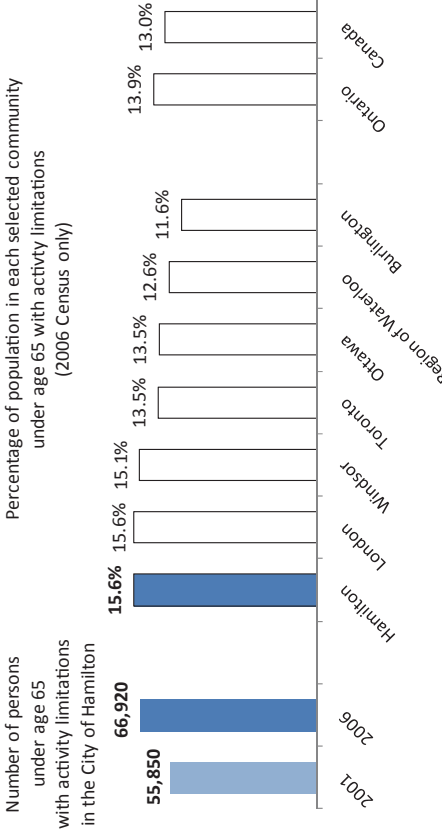


Chart 7. Families led by female lone parents

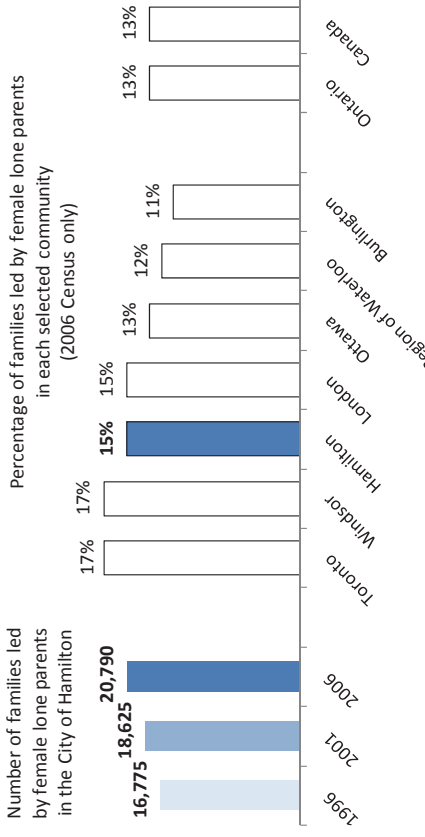


Chart 6. Persons who identify with a visible minority group

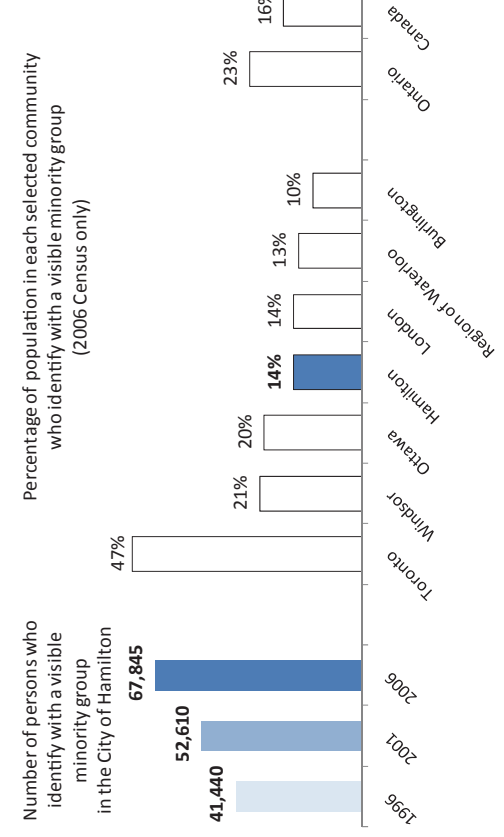
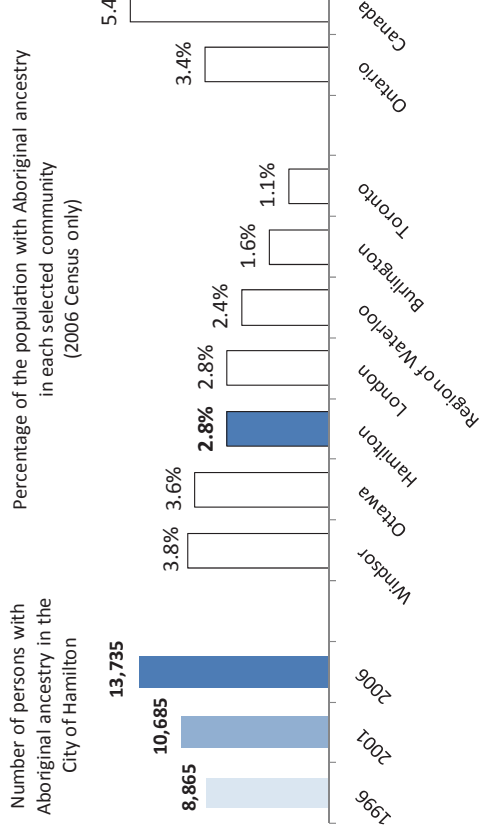
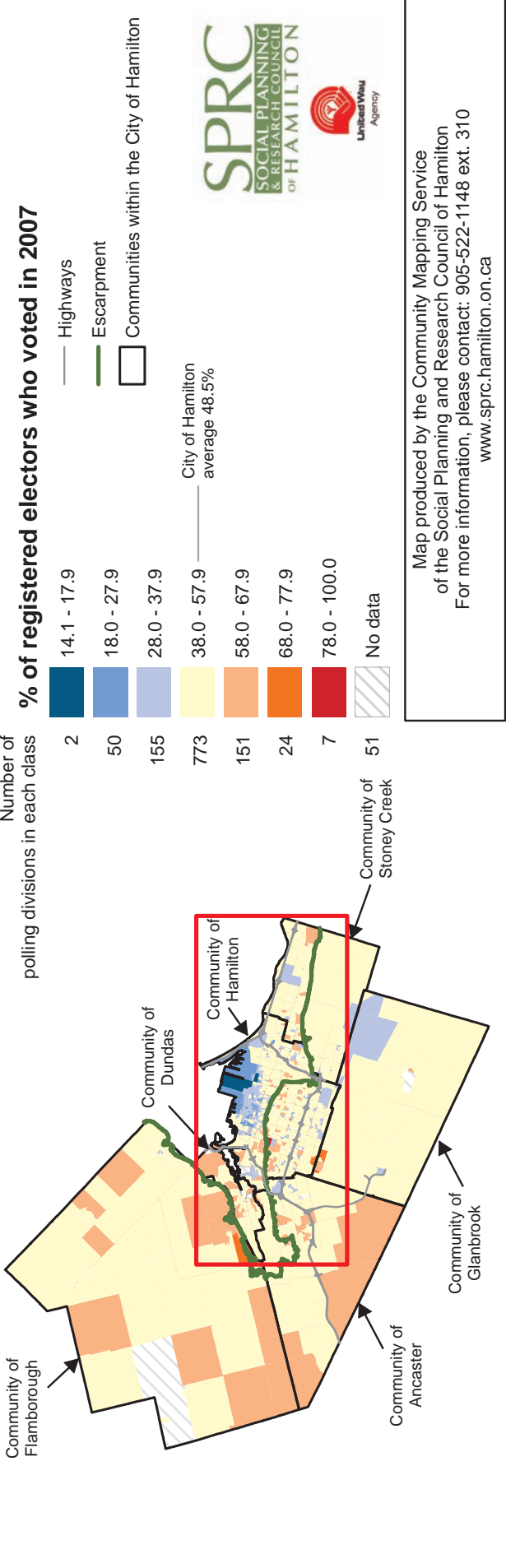
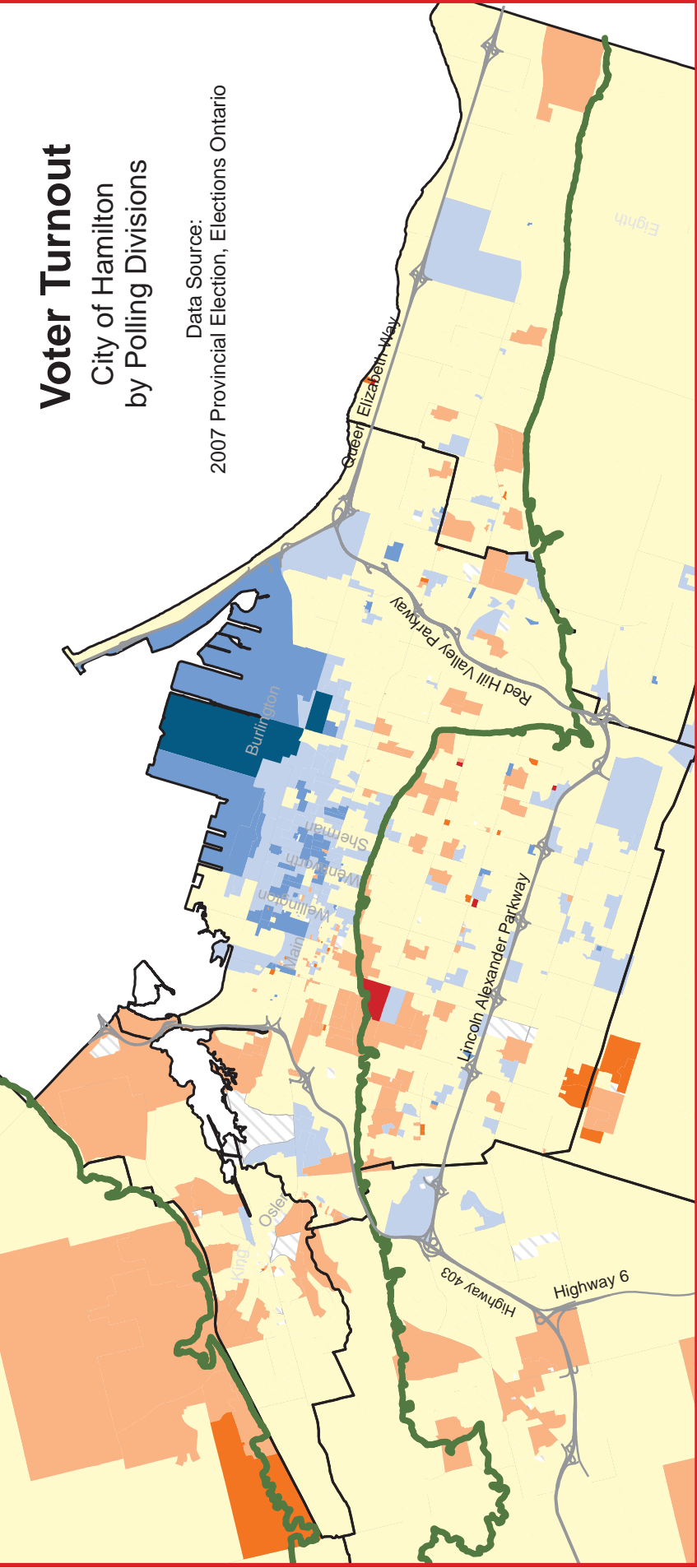


Chart 5. Persons with Aboriginal ancestry







#### The map above illustrates one of the outcomes of the inequalities in our city.

The map shows voter turnout rates during the 2007 provincial elections in each of the over 1,000 polling divisions in Hamilton. There are striking differences between the poorest and wealthiest parts of our community, with the lowest voter turnout rates in some of the poorest neighbourhoods in Hamilton.

The general decline in voter turnout in Canada in the last two decades has most commonly been attributed to a marked disinterest in politics by younger generations. But the effect of rising social and income inequality has not received as much attention. Lower voter participation among residents who are struggling on low incomes creates a negative feedback loop: our city's most vulnerable aren't represented at the tables where policies that affect them are discussed and civic and political leaders don't hear their voices when making decisions, then those on the margins feel that the political system does not reflect their priorities and they become more disenfranchised.

Table 1. Community Engagement Framework

Indusivity Lens				
PASSIVE (INFORM)	REACTIVE (CONSULT)	PARTICIPATORY (INVOLVE)	EMPOWERMENT (COLLABORATE)	LEADERSHIP (EMPOWER)
Citizens and organizations are informed of issues	Citizens and organizations provide input into planning priorities	Citizens and organizations influence planning priorities and decision-making	Citizens and organizations work together in shared planning and action	Citizens and organizations initiate and lead in issue identification, planning and action
Levels of Engagement				

Taken from The Playbook: A Framework for Human Services Planning in Hamilton. City of Hamilton (2010) <http://www.hamilton.ca/HealthandSocialServices/SocialServices/HumanServicesPlan.htm>

Special report from the Social Planning and Research Council of Hamilton and the United Way of Burlington and Greater Hamilton

# Hamilton's Social Landscape

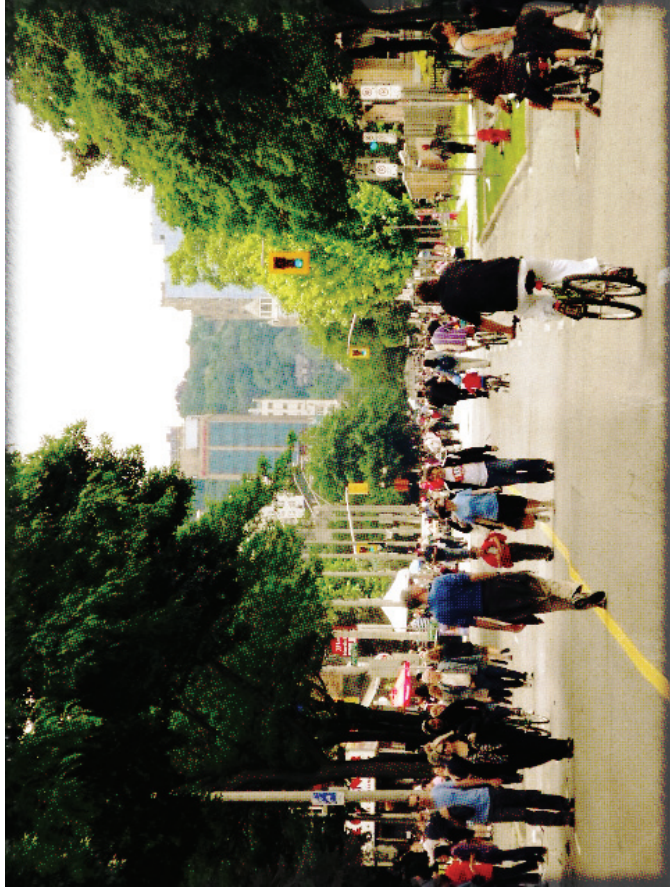


Photo credit: Laura Bakody

Hamilton has seen important economic and political changes over the last decades, such as the shrinking of the manufacturing workforce and amalgamation of the regional municipalities into one city. During this time, many broad social trends have also affected Hamilton.

**This changing social landscape is the focus of this report.**



Prepared by:  
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Email: [sprc@sprc.hamilton.on.ca](mailto:sprc@sprc.hamilton.on.ca)  
Phone: 905-522-1148

Produced with financial support from the United Way of Burlington and Greater Hamilton

**This is a summary of the full Hamilton Social Landscape report available at:**  
<http://www.sprc.hamilton.on.ca>

Published: May 2011

One of the findings of the Hamilton Social Landscape report is that many of the fastest growing groups in Hamilton are groups with the highest poverty rates. Many of these groups are not well represented in the city's leadership, in civic life, in business or in politics.

#### What can be done to change these dynamics?

The City of Hamilton has proposed that an **Inclusion Lens** be broadly adopted to help reverse the current trajectory.

What is inclusivity? According to the city it is "generating the feeling and the reality of belonging... and taking deliberate steps to welcome, accept and value all individuals, understand reverse exclusionary practices, and create opportunities for people from marginalized groups to participate in the planning and delivery of services."

The city encourages the inclusion lens to be used to analyze all programs, services and practices to ensure they promote the social and economic inclusion of individual families and communities.

This inclusion lens must also be used in practices that engage residents in meaningful activities to gather feedback and become involved in decision-making. **Engagement** activities should be more than passive and informal and can take many more participatory and empowering forms (Table 1).

The city has started to show leadership in improving community engagement practices. A recent example has been the Citizens' Forum on Area Rating of Property Taxes. Citizens were chosen at random from property tax records to be invited to be members and then applicants were selected to ensure the composition of the board reflected at least in part the geographic and demographic diversity of the city. The Citizens' Forum engaged in resident consultation activities of their own. They grappled over the complex and contentious issue of which parts of the city should pay for what services and were able to develop recommendations by consensus. These recommendations were debated by City Council and formed the basis of the final decision.

The city's recent neighbourhood development focus presents an opportunity to continue to build inclusion and strengthen resident engagement in civic life.

These are important steps that the city is taking, and it is imperative that other organizations, businesses and leaders continue in this path. Inclusion and engagement are not easy solutions; they take time, effort and investment. But they are worthwhile because they hold the promise that few other strategies can deliver: **for the people by all the people.**



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# Elementary & Secondary enrolment trends in Ontario

Education Finance Branch

September 2010

reach every student  
New Realities in the Education Sector  
appuyer chaque élève



# PURPOSE

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- ❑ The purpose of this package is to present key facts and trends in enrolment of the 72 publicly funded school boards in Ontario.

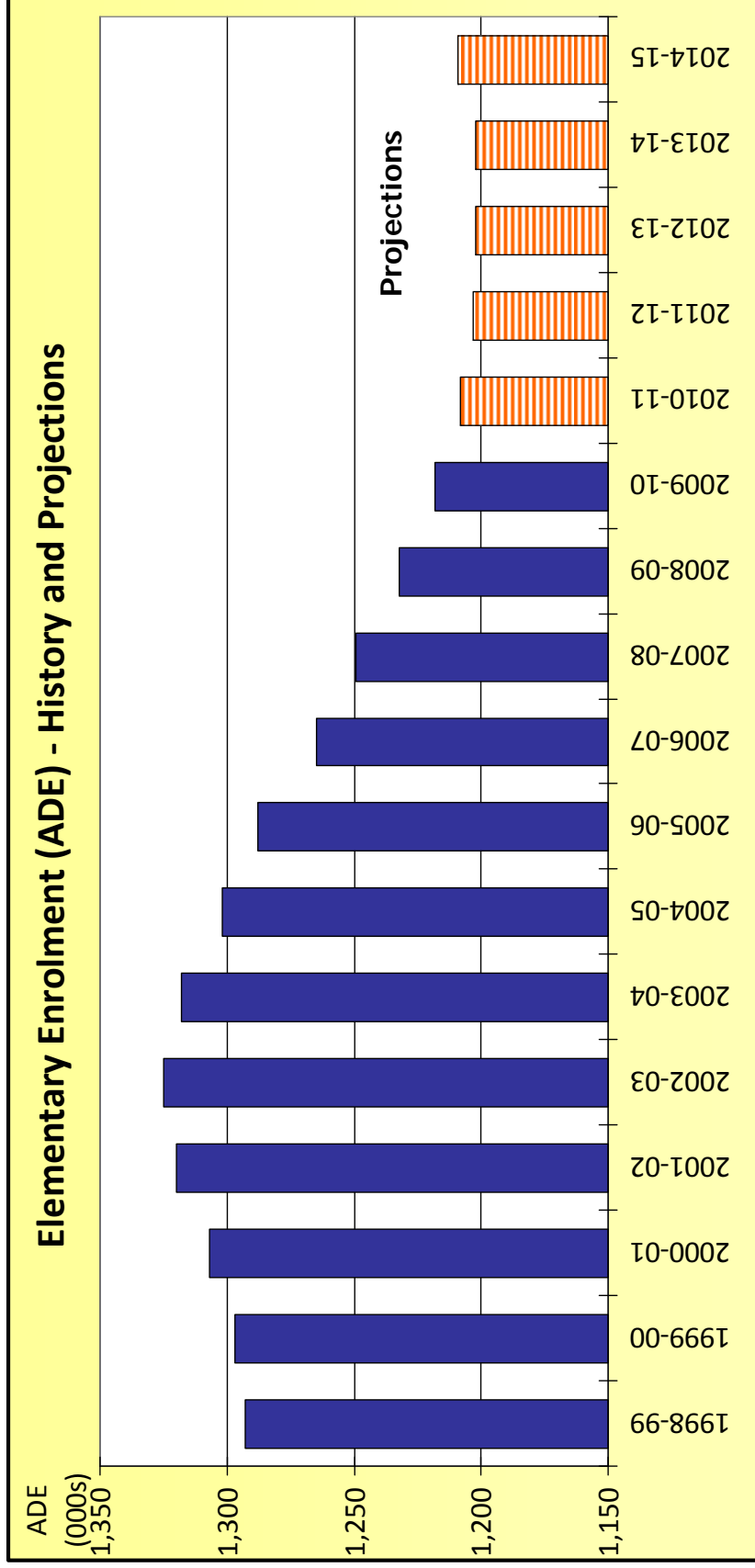
## NOTES:

1. Enrolment refers to Average Daily Enrolment (ADE), which is a full-time equivalent count of students.
  - » For example, a student in a half-day Kindergarten program is counted as 0.5 of a full-time student; two Kindergarten pupils in a half-day program equal 1.0 full-time student. Despite the introduction of the Early Learning Program (ELP), Kindergarten pupils in this package are counted as 0.5 of a full time student.
2. Multi-year enrolment projection for the 2010-11 to 2014-15 school years was developed in January 2010.
3. Projections do not take into account the possibility of other policies and initiatives that could affect enrolment. Some of these include: the Learning to 18 initiative, and the implementation of the Early Learning Program.



# TRENDS in ELEMENTARY ENROLMENT

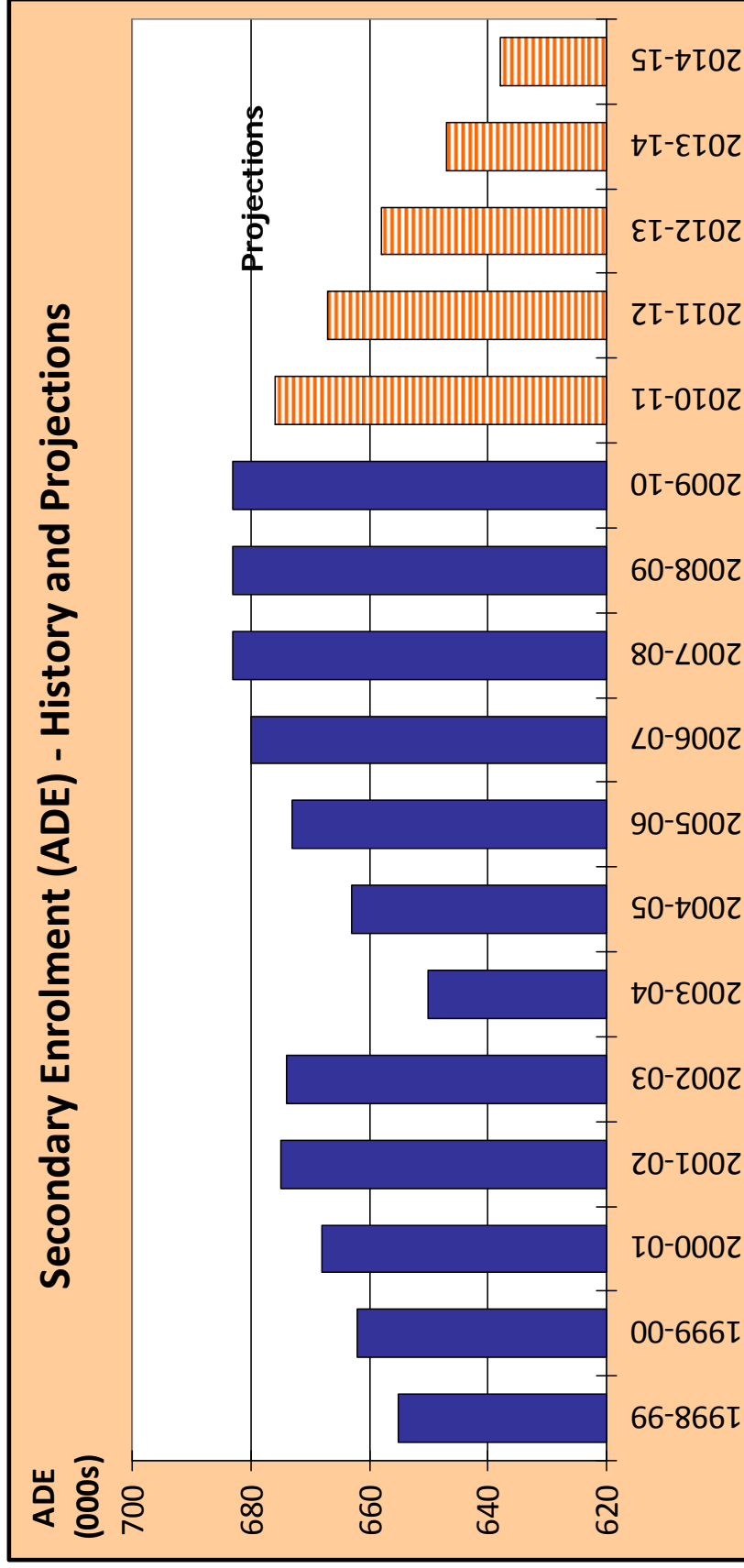
- Elementary enrolment (ADE) across the province peaked in 2002-03 and has been declining over the last seven years.





# TRENDS in SECONDARY ENROLMENT

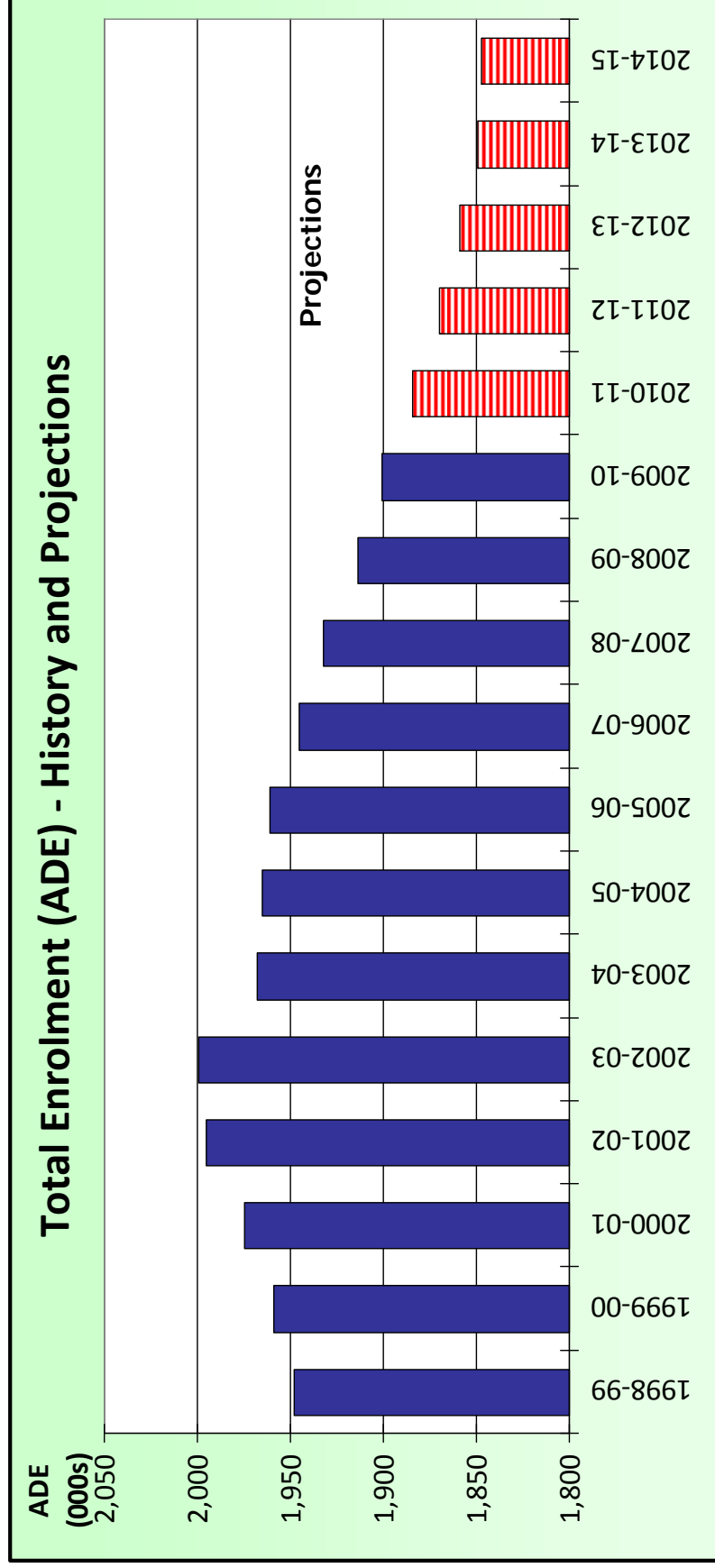
- Secondary enrolment (ADE) has remained un-changed over the last few years.





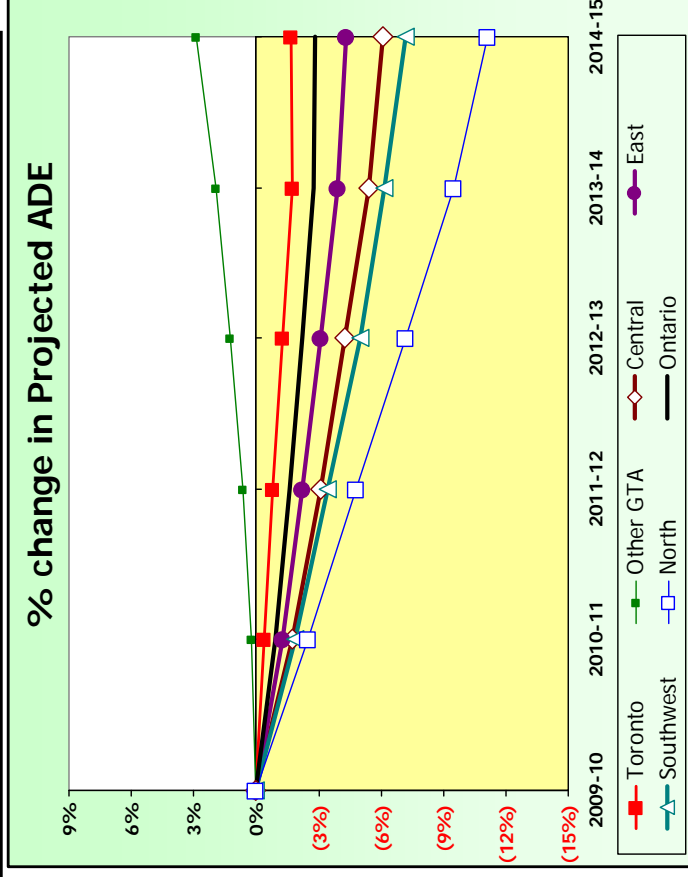
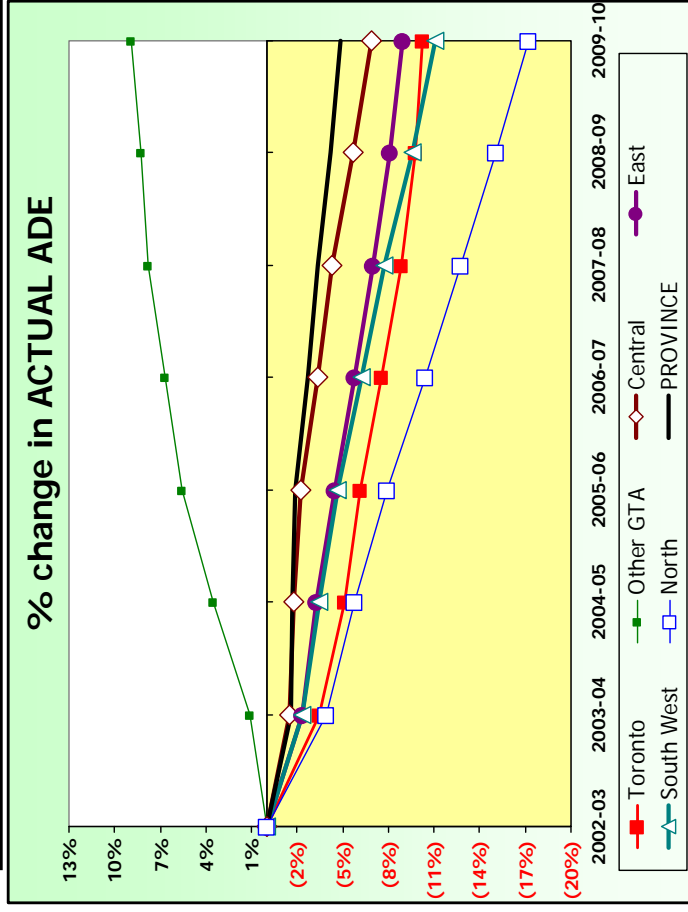
# TOTAL (ELEMENTARY & SECONDARY) ENROLMENT

- ❑ Total enrolment across the province peaked in 2002-03 and has been declining over the last seven years.





# REGIONAL ENROLMENT TRENDS



Appendix I-6

- While provincial enrolment has declined by almost 98,000 ADE (4.9%) since 2002-03, the regional experience varies significantly.
- Projections to 2014-15 indicate that the GTA (excluding Toronto) is the only region expected to grow, with Northern Ontario to experience the largest relative decline.



# ENROLMENT TRENDS – Growth and Decline

TOTAL (Elementary and Secondary)			
	2002-2009	2009-2014	2002-2014
# GROWING	17	14	13
Growth (000s)	53	27	78
# DECLINING	55	58	59
Decline (000s)	(151)	(81)	(230)
NET	(98)	(54)	(152)

❑ The decline of 98,000 ADE over the last seven years is comprised of:

» a growth of **53,000** ADE in 17 boards across the province and a decline of **151,000** ADE in the remaining 55 boards.

❑ Projections indicate that a smaller number of boards are expected to grow over the next five years.



# ENROLMENT TRENDS - Influences

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- ❑ Despite the projected decline, enrolment trends over the next few years will be influenced by various policies and initiatives.
  - » Learning to 18 could increase secondary enrolment
  - » Early Learning Program (ELP) will likely increase enrolment in the elementary panel.
  - » Local economic conditions can have significant impacts on enrolment.
- ❑ In addition to program / policy changes (i.e. new secondary curriculum, ELP), enrolment will be affected by two major demographic factors.
  - » Changes in number of births
  - » Changing patterns of immigration/migration



# SUMMARY

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- ❑ Since peaking in 2002-03, enrolment has declining, and the decline has spread across more school boards.
- ❑ The decline has come in the backdrop of several policy changes including:
  - » New secondary school curriculum and the elimination of Grade 13/OAC.
  - » An expansion of boards offering Kindergarten programs
- ❑ Enrolment is projected to decline over next five years through to 2014-15.
- ❑ GTA (excluding Toronto) is the only region projected to grow while Northern Ontario will experience the largest relative decline.



## **EXECUTIVE REPORT TO BOARD**

**DATE:** December 11, 2006

**TO:** Dr. Chris Spence, Director of Education and Secretary

**FROM:** Don Grant, Superintendent of Business and Treasurer  
Lucy Veerman, Manager of Budget

**RE:** **Enrolment Summary – October 31, 2006**

### **H.W.D.S.B. Goals** (Check appropriate box)

- |                      |                          |                  |                          |
|----------------------|--------------------------|------------------|--------------------------|
| ▪ Performance        | <input type="checkbox"/> | ▪ Infrastructure | <input type="checkbox"/> |
| ▪ Communication      | <input type="checkbox"/> | ▪ Partnerships   | <input type="checkbox"/> |
| ▪ Employer of Choice | <input type="checkbox"/> | ▪ Resources      | ✓                        |
| ▪ Innovation         | <input type="checkbox"/> | ▪ Governance     | <input type="checkbox"/> |

**Action** ☐ **Monitoring** ✓ **Information** ☐

### **Background:**

Grants for day school operations are based on two enrolment count dates: October 31 and March 31. Consequently a report is prepared for the Board of Trustees regarding each of these dates. Attached is the October 31, 2006 Enrolment Summary Report.

### **Rationale/Benefits:**

The population of school-aged children in the Province of Ontario has been declining in recent years. A September 2001 study completed by OPSBA projects a steady decline in enrolment through to the end of the decade. Declining elementary enrolment is the result of children of the 'baby boom' moving from elementary school age to secondary school age. However, growth in secondary school enrolment will not offset the elementary school enrolment loss. The study also looked at estimated population growth of compulsory school aged persons (i.e. age 4 to 19) by region and concluded that only school boards in the GTA region will continue to have positive growth.

Experience across the province has so far proved out the general conclusions of the OPSBA study. Elementary enrolment was at its peak in 2002/2003 and has been in decline ever since. Since 2001/2002 enrolment has decreased by about 94,000, excluding growth boards in the GTA. Enrolment is expected to decrease by a further 14,000 in 2007/2008, bringing the cumulative reduction to 108,000 students or 7%. This cumulative decline is most significant in the elementary panel, which shows a decline of about 99,000 or about 10% of the 2001/2002 enrolment.

Enrolment patterns for HWDSB are consistent with provincial trends. In addition, the majority of boards in area are also experiencing declining enrolment. Attached are the following appendices:

Appendix A – Birthrate Chart for Hamilton

Appendix B – Projected Hamilton Population Aged 5-19



The Hamilton-Wentworth District School Board

Summary of Secondary School Enrolment

October 31, 2001, 2002, 2003, 2004, 2005, 2006

	Oct 31/01 Actual FTE	Oct 31/02 Actual FTE	Oct 31/03 Actual FTE	Oct 31/04 Actual FTE	Oct 31/05 Actual FTE	Oct 31/06 Actual FTE	2006/07 Projection FTE	Difference Oct 31/06 & Orig Proj	% Diff Proj to Actual	Difference Oct 31/06 & Oct 31/05	% Oct 31/06 & Oct 31/05
Ancaster	1,494.75	1,411.00	1,314.00	1,261.75	1,233.75	1,153.25	1,178.25	(25.00)	(2.17%)	(80.50)	(6.52%)
Barton	1,170.25	1,218.00	1,055.50	1,063.00	1,016.50	992.75	985.00	7.75	0.78%	(23.75)	(2.34%)
Delta	1,236.50	1,255.50	1,158.50	1,108.50	1,104.50	1,058.50	1,079.00	(20.50)	(1.94%)	(46.00)	(4.16%)
Glendale	1,210.00	1,194.00	1,151.50	1,151.00	1,120.50	1,033.75	1,072.00	(38.25)	(3.70%)	(36.75)	(7.74%)
Highland	913.00	912.00	800.00	856.50	898.50	881.75	886.00	(4.25)	(0.48%)	(16.75)	(1.86%)
Hill Park	1,157.00	1,117.00	1,092.00	1,057.00	1,007.25	945.50	992.25	(46.75)	(4.94%)	(61.75)	(6.13%)
Mountain	289.50	328.50	308.00	309.00	299.00	337.00	304.50	32.50	9.64%	38.00	12.71%
Orchard Park	1,142.00	1,084.00	1,052.00	1,094.00	1,085.50	1,141.00	1,153.00	(12.00)	(1.05%)	55.50	5.11%
Parkside	863.50	856.50	821.00	795.00	720.25	702.00	714.00	(12.00)	(1.71%)	(18.25)	(2.53%)
Parkview	313.00	358.00	362.50	376.50	345.50	348.50	354.00	(5.50)	(1.58%)	3.00	0.87%
Saltfleet	1,170.00	1,150.75	1,156.50	1,172.00	1,215.00	1,242.00	1,255.00	(13.00)	(1.05%)	27.00	2.22%
Sherwood	1,236.00	1,165.00	1,181.50	1,208.00	1,160.50	1,199.75	1,138.00	61.75	5.15%	39.25	3.38%
Sir Allan MacNab	1,049.00	1,011.75	1,027.25	1,117.75	1,063.25	1,057.25	1,061.50	(4.25)	(0.40%)	(6.00)	(0.56%)
Sir J.A. Macdonald	1,481.00	1,481.50	1,412.00	1,431.00	1,330.00	1,288.75	1,351.25	(62.50)	(4.85%)	(41.25)	(3.10%)
Sir Winston Churchill	999.50	947.00	912.00	963.50	1,028.00	1,109.50	1,019.00	90.50	8.16%	81.50	7.93%
Waterdown District	1,232.50	1,212.50	1,242.00	1,298.50	1,301.25	1,321.00	1,376.50	(55.50)	(4.20%)	19.75	1.52%
Westdale	1,385.75	1,336.00	1,366.00	1,415.00	1,410.00	1,426.50	1,426.00	0.50	0.04%	16.50	1.17%
Westmount	969.25	977.00	1,018.50	1,032.75	1,040.00	1,213.75	1,127.75	86.00	7.09%	173.75	16.71%
Alt. Ed Combined	*	*	110.00	157.00	155.50	165.00	156.00	9.00	5.45%	9.50	6.11%
Total HWDSB	19,312.50	19,016.00	18,540.75	18,867.75	18,534.75	18,617.50	18,629.00	(11.50)	(0.06%)	82.75	0.45%

FTE = Full Time Equivalent

\* Enrolment included in SJAM

\*\* Enrolment included in Westmount



**The Hamilton-Wentworth District School Board****EXECUTIVE REPORT TO BOARD**

**DATE:** December 10, 2007

**TO:** Dr. Chris Spence, Director of Education and Secretary

**FROM:** Dennis Webb, Interim Superintendent of Business  
Lucy Veerman, Manager of Budget

**RE:** **Enrolment Summary – October 31, 2007**

**Action** ☐**Monitoring**

✓

**Information** ☐**Rationale/Benefits:**

The population of school-aged children in the Province of Ontario has been declining in recent years. A September 2001 study completed by OPSBA projects a steady decline in enrolment through to the end of the decade. Declining elementary enrolment is the result of children of the 'baby boom' moving from elementary school age to secondary school age. However, growth in secondary school enrolment will not offset the elementary school enrolment loss. The study also looked at estimated population growth of compulsory school aged persons (i.e. age 4 to 19) by region and concluded that only school boards in the GTA region will continue to have positive growth.

Experience across the province has so far proved out the general conclusions of the OPSBA study. Elementary enrolment was at its peak in 2002/2003 and has been in decline ever since. Since 2001/2002 enrolment has decreased by about 94,000, excluding growth boards in the GTA. Enrolment is expected to decrease by a further 14,000 in 2007/2008, bringing the cumulative reduction to 108,000 students or 7%. This cumulative decline is most significant in the elementary panel, which shows a decline of about 99,000 or about 10% of the 2001/2002 enrolment.

Enrolment patterns for HWDSB are consistent with provincial trends. In addition, the majority of boards in area are also experiencing declining enrolment. Attached are the following appendices:

Appendix A – Birthrate Chart for Hamilton

Appendix B – Projected Hamilton Population Aged 5-19

**Background:**

Grants for day school operations are based on two enrolment count dates: October 31 and March 31. Consequently a report is prepared for the Board of Trustees regarding each of these dates. Attached is the October 31, 2007 Enrolment Summary Report.



The Hamilton-Wentworth District School Board

Summary of Secondary Enrolment

2004/05, 2005/06, 2006/07, 2007/08

	Oct 31/04	Oct 31/05	Oct 31/06	Oct 31/07	Mar 31/05	Mar 31/06	Mar 31/07	Mar 31/08	2004/05	2005/06	2006/07	2007/08
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Actual	Actual	Actual	Revised
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	ADE	ADE	ADE	ADE
Ancaster	1261.75	1,233.75	1,152.25	1,069.50	1186.00	1,141.00	1,088.00	1,007.00	1223.88	1,187.38	1,120.13	1,038.25
Barton	1063.00	1,016.50	992.75	959.00	1027.50	976.50	937.50	915.00	1045.25	996.50	965.13	937.00
Delta	1108.50	1,104.50	1,056.00	973.75	1068.50	1,009.00	983.75	909.25	1088.50	1,056.75	1,019.88	941.50
Glendale	1151.00	1,120.50	1,030.75	993.50	1091.50	1,049.25	983.00	937.50	1121.25	1,084.88	1,006.88	965.50
Highland	856.50	898.50	881.75	848.75	811.50	855.50	843.50	807.25	834.00	877.00	862.63	828.00
Hill Park	1057.00	1,007.25	945.50	960.50	990.50	958.00	895.75	926.00	1023.75	982.63	920.63	953.25
Mountain	309.00	299.00	337.00	304.25	280.50	291.00	322.00	286.75	294.75	295.00	329.50	295.50
Orchard Park	1094.00	1,085.50	1,141.00	1,238.00	1023.00	1,040.50	1,098.00	1,179.00	1058.50	1,063.00	1,119.50	1,208.50
Parkside	795.00	720.25	701.00	682.50	729.25	679.75	675.50	641.00	762.13	700.00	688.25	661.75
Parkview	376.50	345.50	347.50	318.50	382.00	328.50	331.50	309.50	379.25	337.00	339.50	314.00
Saltfleet	1172.00	1,215.00	1,242.00	1,250.00	1096.50	1,139.00	1,172.50	1,171.00	1134.25	1,177.00	1,207.25	1,210.50
Sherwood	1208.00	1,160.50	1,198.75	1,184.75	1128.00	1,091.25	1,124.50	1,109.25	1168.00	1,125.88	1,161.63	1,147.00
Sir Allan MacNab	1117.75	1,063.25	1,057.25	934.75	1085.50	1,032.25	1,041.00	887.25	1101.63	1,047.75	1,049.13	916.00
Sir J. A. Macdonald	1431.00	1,330.00	1,285.75	1,252.75	1269.00	1,294.50	1,229.25	1,182.75	1350.00	1,312.25	1,257.50	1,217.75
Sir W. Churchill	963.50	1,028.00	1,108.00	1,178.00	924.00	1,006.50	1,047.50	1,127.50	943.75	1,017.25	1,077.75	1,151.75
Waterdown	1298.50	1,301.25	1,320.00	1,332.50	1218.50	1,192.75	1,231.00	1,234.75	1258.50	1,247.00	1,275.50	1,283.63
Westdale	1415.00	1,410.00	1,425.50	1,435.75	1377.25	1,352.25	1,364.00	1,360.25	1396.13	1,381.13	1,394.75	1,408.00
Westmount	1032.75	1,040.00	1,212.75	1,209.50	966.50	991.75	1,173.00	1,148.50	999.63	1,015.88	1,192.88	1,179.00
Alt Ed Combined	157.00	155.50	165.00	245.75	141.00	177.00	184.00	242.71	149.00	166.25	174.50	244.23
<b>Total HWDSB</b>	<b>18,867.75</b>	<b>18,534.75</b>	<b>18,500.50</b>	<b>18,390.00</b>	<b>17,796.50</b>	<b>17,606.25</b>	<b>17,725.25</b>	<b>17,412.21</b>	<b>18,332.13</b>	<b>18,070.50</b>	<b>18,162.88</b>	<b>17,901.11</b>

FTE = Full Time Equivalent

ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year. The full-time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.





# The Hamilton-Wentworth District School Board

## EXECUTIVE REPORT TO BOARD

**DATE:** December 8, 2008

**TO:** Dr. Chris Spence, Director of Education and Secretary

**FROM:** Don Grant, Superintendent of Business and Treasurer  
Lucy Veerman, Manager of Budget

**RE:** Enrolment Summary – October 31, 2008

Action ☐

Monitoring ☒

Information ☐

### Rationale/Benefits:

The enrolment report for October 31, 2008 summarizes enrolment by school, grade, credit (where applicable), head count and full-time equivalent (FTE).

	Projected October 31/08 FTE	Actual October 31/08 FTE	Increase (Decrease) #	Increase (Decrease) %
Elementary	31,615.00	31,897.95	282.95	0.89 %
Secondary	18,195.00	18,180.25	(14.75)	(0.08)%
	<u>49,810.00</u>	<u>50,078.20</u>	<u>268.20</u>	<u>0.54 %</u>

Enrolment information for 2005/06, 2006/07, 2007/08 and 2008/09 has also been included for comparative purposes.

Expenditures and revenues in the 2008/2009 Budget were calculated based on projected Average Daily Enrolment (ADE) which is calculated based on the October 31, 2008 and March 31, 2009 count dates. This enrolment is weighted at 0.5 for each of the count dates.

	Projected 2008/2009 Budget ADE	Revised 2008/2009 Budget ADE	Increase (Decrease) #	Increase (Decrease) %
Elementary	31,615.00	31,897.95	282.95	0.89 %
Secondary	17,645.50	17,643.50	( 2.00)	(0.01)%
	<u>49,260.50</u>	<u>49,541.45</u>	<u>280.95</u>	<u>0.57 %</u>

### Background:

Grants For Student Needs (GSN) are based on two enrolment count dates: October 31 and March 31. Consequently a report is prepared for the Board of Trustees regarding each of these dates. Attached is the October 31, 2008 Enrolment Summary Report.



The Hamilton-Wentworth District School Board

Summary of Secondary Enrolment

2005/06, 2006/07, 2007/08, 2008/09

	Oct 31/05 Actual FTE	Oct 31/06 Actual FTE	Oct 31/07 Actual FTE	Oct 31/08 Actual FTE	Mar 31/06 Actual FTE	Mar 31/07 Actual FTE	Mar 31/08 Actual FTE	Mar 31/09 Projected FTE	2005/06 Actual ADE	2006/07 Actual ADE	2007/08 Actual ADE	2008/09 Revised ADE
Ancaster	1,233.75	1,152.25	1,068.75	1,028.75	1,141.00	1,088.00	1,005.50	961.75	1,187.38	1,120.13	1,037.13	995.25
Barton	1,016.50	992.75	957.50	949.75	976.50	937.50	909.00	894.25	996.50	965.13	933.25	922.00
Delta	1,104.50	1,056.00	972.50	943.00	1,009.00	983.75	956.00	880.00	1,056.75	1,019.88	964.25	911.50
Glendale	1,120.50	1,030.75	993.50	971.25	1,049.25	983.00	957.50	914.75	1,084.88	1,006.88	975.50	943.00
Highland	898.50	881.75	847.75	866.50	855.50	843.50	820.50	822.50	877.00	862.63	834.13	844.50
Hill Park	1,007.25	945.50	980.50	969.00	958.00	895.75	933.75	912.00	982.63	920.63	957.13	940.60
Mountain	299.00	337.00	304.25	271.50	291.00	322.00	280.75	255.50	295.00	329.50	292.50	263.50
Orchard Park	1,085.50	1,141.00	1,237.00	1,221.25	1,040.50	1,098.00	1,180.00	1,159.25	1,063.00	1,119.50	1,208.50	1,190.25
Parkside	720.25	701.00	683.50	636.00	679.75	675.50	623.00	592.00	700.00	688.25	653.25	614.00
Parkview	345.50	347.50	320.50	288.00	328.50	331.50	299.75	271.00	337.00	339.50	310.13	279.50
Saltfleet	1,215.00	1,242.00	1,249.00	1,270.50	1,139.00	1,172.50	1,187.75	1,197.00	1,177.00	1,207.25	1,218.38	1,228.75
Sherwood	1,160.50	1,198.75	1,183.75	1,163.75	1,091.25	1,124.50	1,112.00	1,083.25	1,125.88	1,161.63	1,147.88	1,123.50
Sir Allan MacNab	1,063.25	1,057.25	924.50	854.00	1,032.25	1,041.00	866.00	816.50	1,047.75	1,049.13	895.25	835.25
Sir J. A. Macdonald	1,330.00	1,285.75	1,248.75	1,185.75	1,294.50	1,229.25	1,195.25	1,127.75	1,312.25	1,257.50	1,222.00	1,156.75
Sir W. Churchill	1,028.00	1,108.00	1,177.00	1,204.00	1,006.50	1,047.50	1,117.00	1,143.00	1,017.25	1,077.75	1,147.00	1,173.50
Waterdown	1,301.25	1,320.00	1,332.75	1,293.75	1,192.75	1,231.00	1,250.25	1,189.75	1,247.00	1,275.50	1,291.50	1,241.75
Westdale	1,410.00	1,425.50	1,432.75	1,474.25	1,352.25	1,364.00	1,375.25	1,398.75	1,381.13	1,394.75	1,404.00	1,436.50
Westmount	1,040.00	1,212.75	1,209.50	1,323.75	991.75	1,173.00	1,140.75	1,250.25	1,015.88	1,192.88	1,175.13	1,287.00
Alt Ed Combined	155.50	165.00	246.25	265.50	177.00	184.00	281.50	247.50	166.25	174.50	263.88	256.50
<b>Total HWDSB</b>	<b>18,534.75</b>	<b>18,500.50</b>	<b>18,370.00</b>	<b>18,180.25</b>	<b>17,606.25</b>	<b>17,725.25</b>	<b>17,491.50</b>	<b>17,106.75</b>	<b>18,070.50</b>	<b>18,162.88</b>	<b>17,930.75</b>	<b>17,643.50</b>

FTE = Full Time Equivalent  
ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year. The full-time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.





# The Hamilton-Wentworth District School Board

## EXECUTIVE REPORT TO BOARD

**DATE:** December 7, 2009

**TO:** John Malloy, Director of Education and Secretary

**FROM:** Don Grant, Superintendent of Business and Treasurer  
Lucy Veerman, Manager of Budget Services

**RE:** Enrolment Summary – October 31, 2009

Action ☐ Monitoring ☒ Information ☐

### Rationale/Benefits:

The enrolment report for October 31, 2009 summarizes enrolment by school, grade, credit (where applicable), head count and full-time equivalent (FTE).

	Projected October 31/09 FTE	Actual October 31/09 FTE	Increase (Decrease) #	Increase (Decrease) %
Elementary	31,463.00	31,379.10	(83.90)	(0.27) %
Secondary	<u>17,954.50</u>	<u>18,068.00</u>	<u>113.50</u>	<u>0.63 %</u>
	<u>49,417.50</u>	<u>49,447.10</u>	<u>29.60</u>	<u>0.06 %</u>

Enrolment information for 2005/06, 2006/07, 2007/08, 2008/09, and 2009/10 has also been included for comparative purposes.

Expenditures and revenues in the 2009/2010 Budget were calculated based on projected Average Daily Enrolment (ADE) which is calculated based on the October 31, 2008 and March 31, 2009 count dates. This enrolment is weighted at 0.5 for each of the count dates.

	Projected 2009/2010 Budget ADE	Revised 2009/2010 Budget ADE	Increase (Decrease) #	Increase (Decrease) %
Elementary	31,463.00	31,379.10	(83.90)	(0.27) %
Secondary	<u>17,505.50</u>	<u>17,634.00</u>	<u>128.50</u>	<u>0.74 %</u>
	<u>48,968.50</u>	<u>49,013.10</u>	<u>44.60</u>	<u>0.09 %</u>

### Background:

Grants For Student Needs (GSN) are based on two enrolment count dates: October 31 and March 31. Consequently a report is prepared for the Board of Trustees regarding each of these dates. Attached is the October 31, 2009 Enrolment Summary Report.



The Hamilton-Wentworth District School Board

Summary of Secondary Enrolment

2005/06, 2006/07, 2007/08, 2008/09, 2009/10

	Oct 31/05 Actual FTE	Oct 31/06 Actual FTE	Oct 31/07 Actual FTE	Oct 31/08 Actual FTE	Oct 31/09 Actual FTE	Mar 31/06 Actual FTE	Mar 31/07 Actual FTE	Mar 31/08 Actual FTE	Mar 31/09 Actual FTE	Mar 31/10 Projected FTE	2005/06 Actual ADE	2006/07 Actual ADE	2007/08 Actual ADE	2008/09 Actual ADE	2009/10 Projected ADE
Ancaster	1,233.75	1,152.25	1,068.75	1,028.75	977.25	1,141.00	1,088.00	1,005.50	982.50	925.50	1,187.38	1,120.13	1,037.13	1,005.63	951.38
Barton	1,016.50	992.75	957.50	949.25	969.50	976.50	937.50	909.00	906.50	921.50	996.50	965.13	933.25	928.88	945.50
Delta	1,104.50	1,056.00	972.50	943.00	867.00	1,009.00	983.75	956.00	859.25	817.00	1,056.75	1,019.88	964.25	901.13	842.00
Glendale	1,120.50	1,030.75	993.50	969.25	941.50	1,049.25	983.00	957.50	927.00	902.00	1,084.88	1,006.88	975.50	948.13	921.75
Highland	898.50	881.75	847.75	866.50	832.50	855.50	843.50	820.50	845.25	805.00	877.00	862.63	834.13	855.88	818.75
Hill Park	1,007.25	945.50	980.50	960.00	874.00	958.00	895.75	933.75	890.75	824.50	982.63	920.63	957.13	925.38	849.25
Mountain	299.00	337.00	304.25	270.50	222.50	291.00	322.00	280.75	231.00	202.50	295.00	329.50	282.50	250.75	212.50
Orchard Park	1,085.50	1,141.00	1,237.00	1,218.00	1,204.25	1,040.50	1,098.00	1,180.00	1,133.25	1,143.50	1,063.00	1,119.50	1,208.50	1,175.63	1,173.88
Parkside	720.25	701.00	683.50	636.00	640.50	679.75	675.50	623.00	620.50	609.00	700.00	688.25	653.25	628.25	624.75
Parkview	345.50	347.50	320.50	288.00	286.25	328.50	331.50	299.75	253.00	285.00	337.00	339.50	310.13	270.50	275.63
Saltfleet	1,215.00	1,242.00	1,249.00	1,269.50	1,256.00	1,139.00	1,172.50	1,187.75	1,210.50	1,221.50	1,177.00	1,207.25	1,218.38	1,240.00	1,238.75
Sherwood	1,160.50	1,198.75	1,183.75	1,163.75	1,201.00	1,091.25	1,124.50	1,112.00	1,084.75	1,126.00	1,125.88	1,161.63	1,147.88	1,124.25	1,163.50
Sir Allan MacNab	1,063.25	1,057.25	924.50	853.00	895.50	1,032.25	1,041.00	866.00	842.75	869.50	1,047.75	1,049.13	895.25	847.88	862.50
Sir J. A. Macdonald	1,330.00	1,285.75	1,248.75	1,182.75	1,135.50	1,294.50	1,229.25	1,195.25	1,141.25	1,089.50	1,312.25	1,257.50	1,222.00	1,162.00	1,112.50
Sir W. Churchill	1,028.00	1,108.00	1,177.00	1,205.00	1,221.50	1,006.50	1,047.50	1,117.00	1,129.25	1,154.50	1,017.25	1,077.75	1,147.00	1,167.13	1,188.00
Waterdown	1,301.25	1,320.00	1,332.75	1,293.25	1,282.25	1,192.75	1,231.00	1,250.25	1,193.75	1,203.50	1,247.00	1,275.50	1,291.50	1,243.50	1,247.88
Westdale	1,410.00	1,425.50	1,432.75	1,474.50	1,571.00	1,352.25	1,364.00	1,375.25	1,419.50	1,508.50	1,381.13	1,394.75	1,404.00	1,447.00	1,539.75
Westmount	1,040.00	1,212.75	1,209.50	1,322.75	1,387.75	991.75	1,173.00	1,140.75	1,258.00	1,323.50	1,015.88	1,192.88	1,175.13	1,290.38	1,355.63
Alt Ed Combined	155.50	165.00	246.25	265.50	292.25	177.00	184.00	281.50	326.25	288.00	166.25	174.50	263.88	295.88	290.13
<b>Total HWDSD</b>	<b>18,534.75</b>	<b>18,600.50</b>	<b>18,370.00</b>	<b>18,159.25</b>	<b>18,068.00</b>	<b>17,606.25</b>	<b>17,725.25</b>	<b>17,491.50</b>	<b>17,257.00</b>	<b>17,200.00</b>	<b>18,070.50</b>	<b>18,162.88</b>	<b>17,930.75</b>	<b>17,708.13</b>	<b>17,634.00</b>

FTE = Full Time Equivalent  
ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year. The full-time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** December 13, 2010

**TO:** Committee of the Whole

**FROM:** Don Grant, Superintendent of Business and Treasurer  
Lucy Veerman, Manager of Budget

**RE:** Enrolment Summary – October 31, 2010

**Action** ☐ **Monitoring** ☒

**Rationale/Benefits:**

The enrolment report for October 31, 2010 summarizes enrolment by school, grade, credit (where applicable), head count and full-time equivalent (FTE).

	<b>Projected October 31/10 FTE</b>	<b>Actual October 31/10 FTE</b>	<b>Increase (Decrease) #</b>	<b>Increase (Decrease) %</b>
Elementary	31,050.50	31,154.00	103.50	0.33%
Secondary	<u>17,720.00</u>	<u>17,739.00</u>	<u>19.00</u>	<u>0.11%</u>
	<u>48,770.50</u>	<u>48,893.00</u>	<u>122.50</u>	<u>0.26%</u>

Enrolment information for 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 has also been included for comparative purposes.

Expenditures and revenues in the 2010/11 budget were calculated based on projected Average Daily Enrolment (ADE) which is calculated based on the October 31, 2010 and March 31, 2011 count dates. This enrolment is weighted at 0.5 for each of the count dates.

	<b>Projected 2010/2011 Budget ADE</b>	<b>Revised 2010/2011 Budget ADE</b>	<b>Increase (Decrease) #</b>	<b>Increase (Decrease) %</b>
Elementary	31,050.50	31,154.00	103.50	0.33%
Secondary	<u>17,293.75</u>	<u>17,300.75</u>	<u>7.00</u>	<u>0.04%</u>
	<u>48,344.25</u>	<u>48,454.75</u>	<u>110.50</u>	<u>0.23%</u>

**Background:**

Grants For Student Needs (GSN) are based on two enrolment count dates: October 31 and March 31. Consequently a report is prepared for the Board of Trustees regarding each of these dates. Attached is the October 31, 2010 Enrolment Summary Report.



## The Hamilton-Wentworth District School Board

## Summary of Secondary Enrolment

2006/07, 2007/08, 2008/09, 2009/10, 2010/11

	Oct 31/05	Oct 31/06	Oct 31/07	Oct 31/08	Oct 31/09	Oct 31/10	Mar 31/06	Mar 31/07	Mar 31/08	Mar 31/09	Mar 31/10	Mar 31/11	2006/07	2007/08	2008/09	2009/10	2010/11
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Actual	Actual	Actual	Actual	Projected
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	ADE	ADE	ADE	ADE	ADE
Ancaster	1,233.75	1,152.25	1,068.75	1,028.75	977.25	983.75	1,141.00	1,088.00	1,005.50	982.50	946.00	939.75	1,187.38	1,037.13	1,005.63	961.63	961.75
Barton	1,016.50	992.75	957.50	949.25	969.75	889.25	976.50	937.50	909.00	908.50	937.75	852.75	996.50	933.25	928.88	953.75	870.75
Delta	1,104.50	1,056.00	972.50	943.00	867.00	800.25	1,009.00	983.75	956.00	859.25	786.25	748.25	1,056.75	964.25	901.13	826.63	774.25
Glendale	1,120.50	1,030.75	993.50	969.25	941.50	947.75	1,049.25	983.00	957.50	927.00	908.50	912.25	1,084.88	975.50	948.13	925.00	930.00
Highland	898.50	881.75	847.75	866.50	831.25	769.25	855.50	843.50	820.50	845.25	790.25	743.25	877.00	834.13	855.88	820.75	755.75
Hill Park	1,007.25	945.50	980.50	960.00	874.00	820.25	958.00	895.75	933.75	890.75	836.25	833.75	982.63	920.63	925.38	855.13	857.00
Mountain	299.00	337.00	304.25	270.50	222.50	190.50	291.00	322.00	280.75	231.00	188.50	166.50	295.00	292.50	250.75	205.50	178.50
Orchard Park	1,085.50	1,141.00	1,237.00	1,218.00	1,203.25	1,167.25	1,040.50	1,098.00	1,180.00	1,133.25	1,152.25	1,107.25	1,063.00	1,208.50	1,175.63	1,177.75	1,137.25
Parkside	720.25	701.00	683.50	636.00	640.50	609.75	679.75	675.50	623.00	620.50	614.00	579.25	700.00	653.25	628.25	627.25	594.50
Parkview	345.50	347.50	320.50	288.00	285.25	278.00	328.50	331.50	299.75	253.00	261.25	254.00	337.00	310.13	270.50	273.25	266.00
Saltfleet	1,215.00	1,242.00	1,249.00	1,269.50	1,256.00	1,247.50	1,139.00	1,172.50	1,187.75	1,210.50	1,184.00	1,157.50	1,177.00	1,218.38	1,240.00	1,220.00	1,177.50
Sherwood	1,160.50	1,198.75	1,183.75	1,163.75	1,201.00	1,240.75	1,091.25	1,041.50	1,112.00	1,084.75	1,126.25	1,163.25	1,125.88	1,147.88	1,124.25	1,163.63	1,202.00
Sir Allan MacNab	1,063.25	1,057.25	924.50	853.00	894.50	884.25	1,032.25	1,041.00	866.00	842.75	851.00	849.25	1,047.75	895.25	847.88	872.75	866.75
Sir J. A. Macdonald	1,330.00	1,285.75	1,248.75	1,182.75	1,132.50	1,145.75	1,294.50	1,229.25	1,195.25	1,141.25	1,081.75	1,099.25	1,312.25	1,222.00	1,162.00	1,107.13	1,122.50
Sir W. Churchill	1,028.00	1,108.00	1,177.00	1,205.00	1,221.50	1,225.25	1,006.50	1,047.50	1,117.00	1,129.25	1,149.50	1,156.25	1,017.25	1,147.00	1,167.13	1,185.50	1,190.75
Waterdown	1,301.25	1,320.00	1,332.75	1,293.25	1,291.75	1,197.00	1,392.75	1,231.00	1,250.25	1,193.75	1,185.50	1,109.00	1,247.00	1,291.50	1,243.50	1,238.63	1,153.00
Westdale	1,410.00	1,425.50	1,432.75	1,474.50	1,571.00	1,626.75	1,352.25	1,364.00	1,375.25	1,419.50	1,500.00	1,561.25	1,381.13	1,404.00	1,447.00	1,535.50	1,594.00
Westmount	1,040.00	1,212.75	1,209.50	1,322.75	1,396.75	1,358.25	991.75	1,173.00	1,140.75	1,258.00	1,306.50	1,293.75	1,015.88	1,175.13	1,280.38	1,346.63	1,331.00
Alt Ed Combined	155.50	165.00	246.25	265.50	291.25	337.50	177.00	184.00	281.50	326.25	360.00	337.50	166.25	263.88	295.88	325.63	337.50
<b>Total HWDSD</b>	<b>18,534.75</b>	<b>18,600.50</b>	<b>18,370.00</b>	<b>18,159.25</b>	<b>18,058.50</b>	<b>17,739.00</b>	<b>17,606.25</b>	<b>17,725.25</b>	<b>17,491.50</b>	<b>17,257.00</b>	<b>17,165.50</b>	<b>15,862.50</b>	<b>18,070.50</b>	<b>17,930.75</b>	<b>17,708.13</b>	<b>17,612.00</b>	<b>17,300.75</b>

FTE = Full Time Equivalent

ADE = Average Daily Enrollment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year. The full-time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.



**ASC North**

Pupil Counts by Grade of Where Pupils Attending A. M. Cunningham Reside

School of Attendance: A. M. Cunningham

Program: French Immersion

<b>School of Residence</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>%</b>
A. M. Cunningham	13	20	17	18	7	5	80	30.2%
Adelaide Hoodless	11	8	11	7	3	4	44	16.6%
Memorial (City)	10	5	4	10	4	4	37	14.0%
Prince of Wales	0	6	3	2	3	3	17	6.4%
Queen Mary	6	1	4	1	4	1	17	6.4%
King George	3	1	5	2	1	1	13	4.9%
Rosedale	3	5	1	1	3	0	13	4.9%
Cathy Wever	2	5	2	1	1	1	12	4.5%
W.H. Ballard	2	3	3	0	1	2	11	4.2%
Viscount Montgomery	3	4	1	0	0	0	8	3.0%
Queen Victoria	1	2	1	0	0	0	4	1.5%
Bellmoore	1	0	0	0	0	1	2	0.8%
Parkdale	2	0	0	0	0	0	2	0.8%
Roxborough Park	2	0	0	0	0	0	2	0.8%
Bennetto	1	0	0	0	0	0	1	0.4%
Central	0	0	0	0	0	1	1	0.4%
Woodward	0	0	0	0	0	1	1	0.4%
<b>Total by Grade</b>	<b>60</b>	<b>60</b>	<b>52</b>	<b>42</b>	<b>27</b>	<b>24</b>	<b>265</b>	<b>100%</b>

School Year : 2010-11



**ASC North**

Pupil Counts by Grade of Where Pupils Attending Glen Echo Reside

School of Attendance: Glen Echo

Program: French Immersion

School of Residence	K	1	2	3	4	5	Totals	%
Glen Echo	7	6	3	3	3	3	25	17.2%
Mountain View	2	4	4	4	1	3	18	12.4%
Sir Wilfrid Laurier	5	3	0	3	1	3	15	10.3%
Elizabeth Bagshaw	2	0	7	2	1	0	12	8.3%
Sir Isaac Brock	2	2	4	0	0	1	9	6.2%
Parkdale	3	1	1	2	1	0	8	5.5%
R. L. Hyslop	0	0	4	0	1	3	8	5.5%
Collegiate	2	0	1	3	1	0	7	4.8%
Green Acres	3	1	1	0	1	0	6	4.1%
Lake Avenue	0	4	1	0	1	0	6	4.1%
Roxborough Park	1	2	1	2	0	0	6	4.1%
Woodward (bussed)	1	2	1	0	1	0	5	3.4%
Memorial (Stoney Creek)	1	0	1	1	1	0	4	2.8%
Lisgar	0	0	0	1	2	0	3	2.1%
Rosedale	0	0	1	0	1	1	3	2.1%
Viscount Montgomery	2	1	0	0	0	0	3	2.1%
Eastdale	1	1	0	0	0	0	2	1.4%
Hillcrest	0	0	0	2	0	0	2	1.4%
Winona	1	1	0	0	0	0	2	1.4%
Woodward	0	1	0	0	0	0	1	0.7%
<b>Total by Grade</b>	<b>33</b>	<b>29</b>	<b>30</b>	<b>23</b>	<b>16</b>	<b>14</b>	<b>145</b>	<b>100%</b>

School Year : 2010-11



**ASC North**

Pupil Counts by Grade of Where Pupils Attending Glen Brae Reside

School of Attendance: Glen Brae

Program: French Immersion

<b>School of Residence</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>	<b>%</b>
A. M. Cunningham	9	5	6	20	19.8%
Adelaide Hoodless	4	3	3	10	9.9%
Glen Echo	2	4	3	9	8.9%
Memorial (City)	5	2	1	8	7.9%
Elizabeth Bagshaw	3	2	1	6	5.9%
Sir Isaac Brock	1	3	2	6	5.9%
Viscount Montgomery	1	1	2	4	4.0%
King George	1	0	2	3	3.0%
Memorial (Stoney Creek)	2	0	1	3	3.0%
Mountain View	3	0	0	3	3.0%
Parkdale	2	0	1	3	3.0%
Prince of Wales	1	1	1	3	3.0%
R. L. Hyslop	1	0	2	3	3.0%
Sir Wilfrid Laurier	0	0	3	3	3.0%
Winona	0	3	0	3	3.0%
W.H. Ballard	3	0	0	3	3.0%
Collegiate	0	0	2	2	2.0%
Hillcrest	1	0	1	2	2.0%
Queen Mary	1	0	1	2	2.0%
Rosedale	0	0	2	2	2.0%
Roxborough Park	0	1	0	1	1.0%
Strathcona	0	1	0	1	1.0%
Woodward (bussed)	0	1	0	1	1.0%
<b>Total by Grade</b>	<b>40</b>	<b>27</b>	<b>34</b>	<b>101</b>	<b>100%</b>

School Year : 2010-11



# Overview of HWDSB Facilities Facilities Management Department

North ARC – Working Group Meeting #6  
June 14, 2011

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## Presentation Overview

- Accountabilities
- Current Context
- Funding & Utilization Gap Impact
- Renewal Program & Process
- Long-Term Sustainability

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# Accountabilities

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## Facilities Management

### Operations & Maintenance

Cleaning, Equipment Maint., Repairs, Utilities, Regulatory Compliances, Heating/Cooling, Automation, Building Envelop, Site Services, Vandalism, Security, Waste Removals etc.

### Capital Renewal

Life Cycle Renewal of Existing Facilities, New Construction, Renovations, Program Upgrades, Accessibility, etc.

### Accommodations & Planning

Property (Acquisition, Disposal, and Leasing), Pupil Accommodations, Enrollment Projections, School Boundaries, Portable Allocations, Development Planning, Mapping, etc.

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# Current Context

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### Challenges faced by the Facilities Management Department

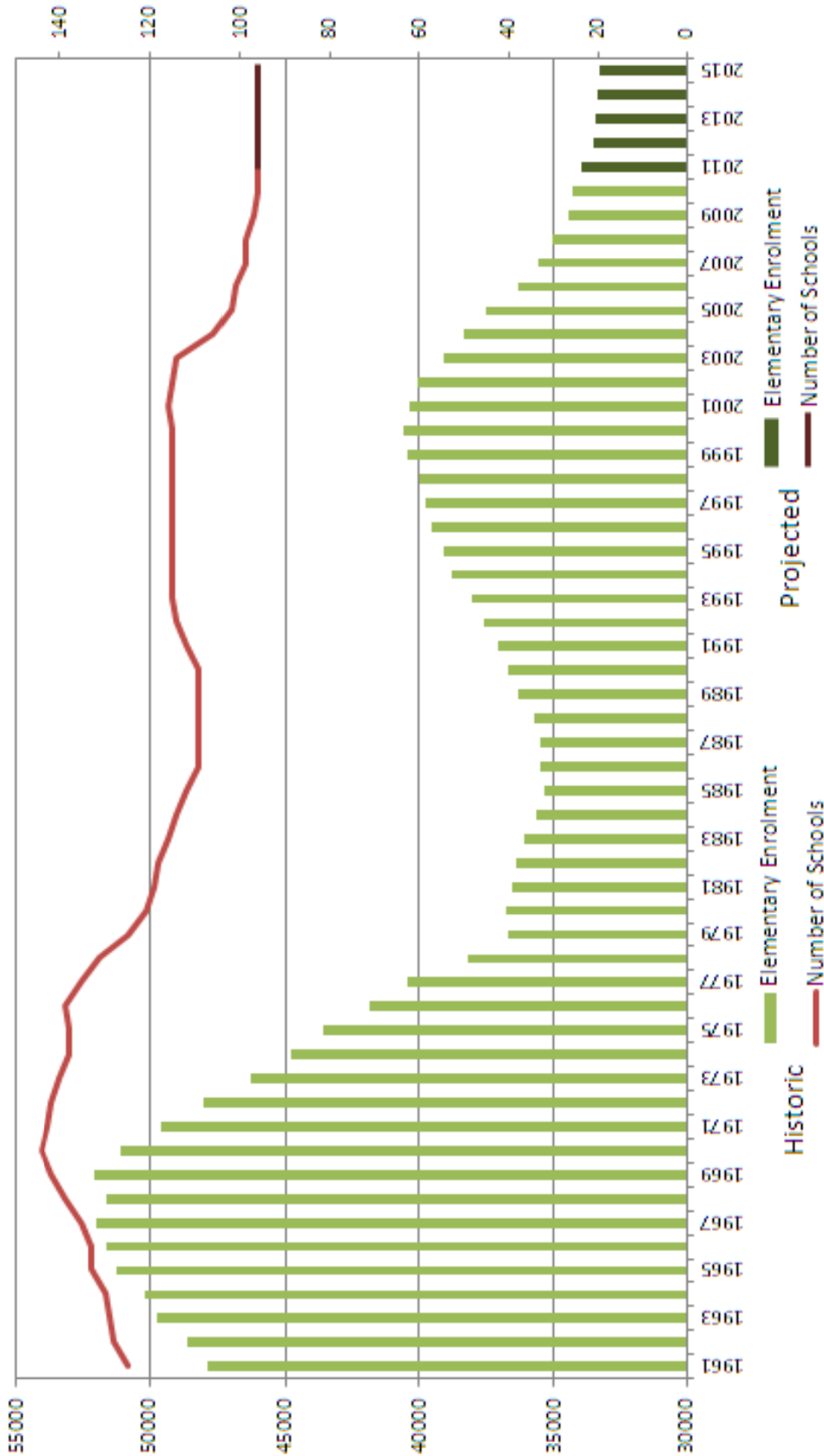
#### include:

- The HWDSB like many other school boards throughout the Province is experiencing continual decline in students enrolment
- The HWDSB has one of the oldest building infrastructures in Ontario, The average age of facilities is 52 years
  - Even after accounting for an aggressive building program that has seen the closure of 33 schools and the construction of 11 new school over the past 10 years
- Ministry of Education funding for facility enhancements and provincial benchmarks are insufficient to cope with our current facility needs

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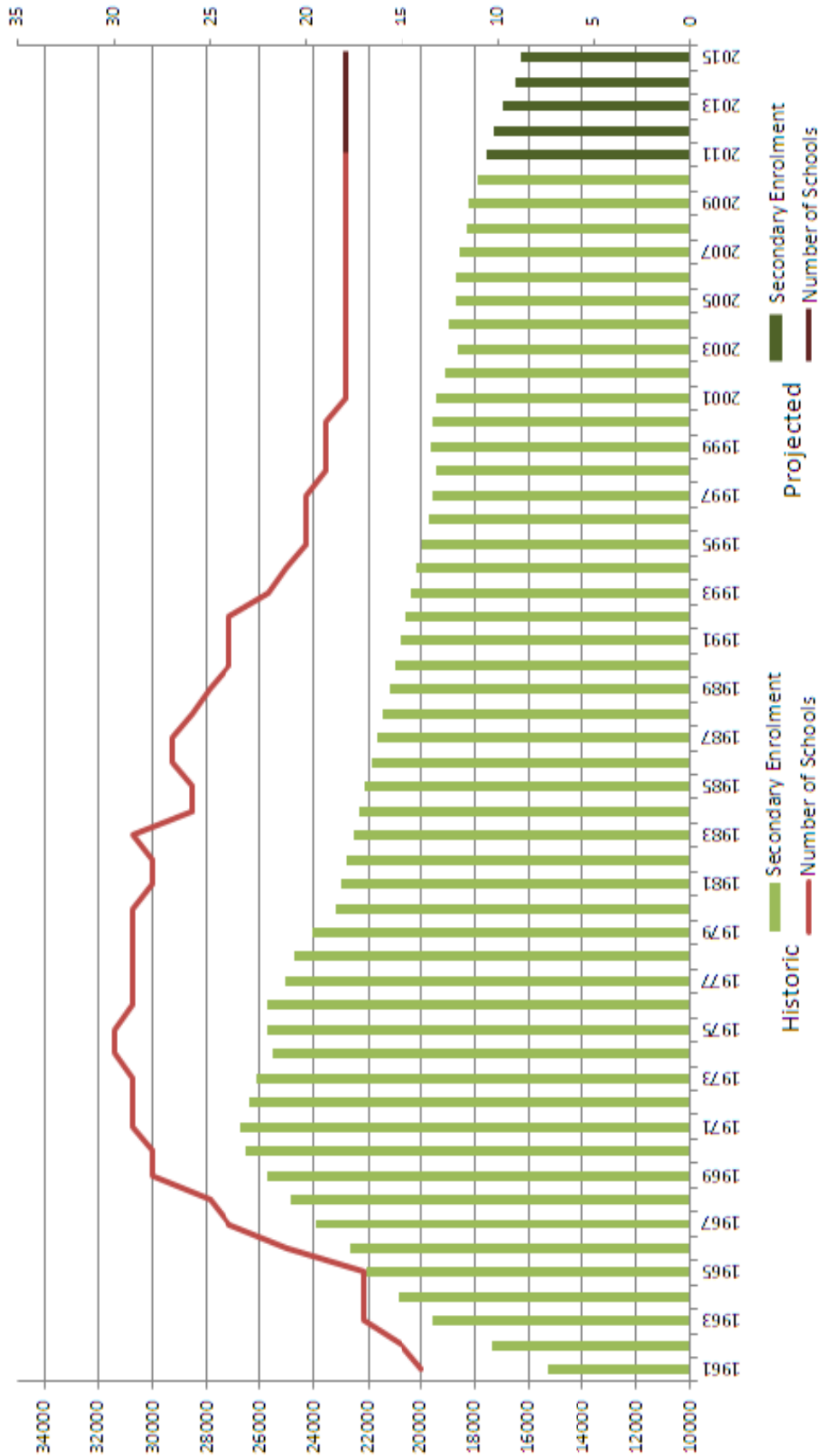
Historical and Projected Elementary Enrolment and School Inventory



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Historical and Projected Secondary Enrolment and School Inventory



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## Facility Closures & Consolidations (Elementary Schools)

### New Facilities / System Renewal

Hillcrest	Hampton Heights	Binkley	Hillcrest	Lawfield
Hillsdale	Fernwood	Jerseyville	Cathy Wever	Dr Davey
Fairfield	Thornbrae	Bennetto	Queen Victoria	Sir W Osler
Gibson	Allenby	Parkwood	Prince of Wales	Ancaster Meadow
Sanford	Pleasant Valley	Sheffield	Gatestone	Ray Lewis
Stinson Street	Central Park	Sherwood Heights	Templemead	
Queen Victoria	Peace Memorial	Lloyd George		
Robertland	Seneca	Tweedsmuir		
Dr. Davey	Ryckman Corners	Burkholder		
Vern Ames	Dundas District	Grange		
Lawfield	Prince of Wales	Briarwood		

### Last 10 Years

33 Older Facilities Closed

11 New Facilities Opened

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# Funding

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## Provincial Funding - Facilities

- Secondary Operations Grant
- Secondary Renewal Grant
  - New Construction/Capital Priorities Funding
  - GPTL (Good Places To Learn) or SCIG (School Condition Improvement Grant)
  - Energy Efficient Schools Grant

Note: The Ministry of Education recently announced \$600 million dollars in new capital funding (approximately \$200 million per year for 3 years)

- It is projected the HWDSB will receive approximately \$15 million (\$5 million per year for 3 years)\*

\*Please Note: This is an estimated total based on historical funding allocation. The allocation of future funding is still contingent on the submission of a business case and approval by the Ministry of Education.

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## Provincial Funding - Facilities

### Base School Operations Grant (Secondary)

Formula

$$\text{ADE} \times 12.07 \text{sm} \times 1.103 \times \$73.76$$

Ave. Daily Enrolment

Benchmark Area

12.07 Sq Meters / 130 Sq Ft

Benchmark Dollar Amount

2010 - 2011

Supplementary Area Factor



## Provincial Funding - Facilities

### Base School Renewal Grant (Secondary)

Formula

$$\text{ADE} \times 12.07 \text{sm} \times 1.103 \times \$10.54 \times 0.960$$

Geographical Adjustment Factor

Ave. Daily Enrolment

Benchmark Area

12.07 Sq Meters / 130 Sq Ft

Benchmark Dollar Amount

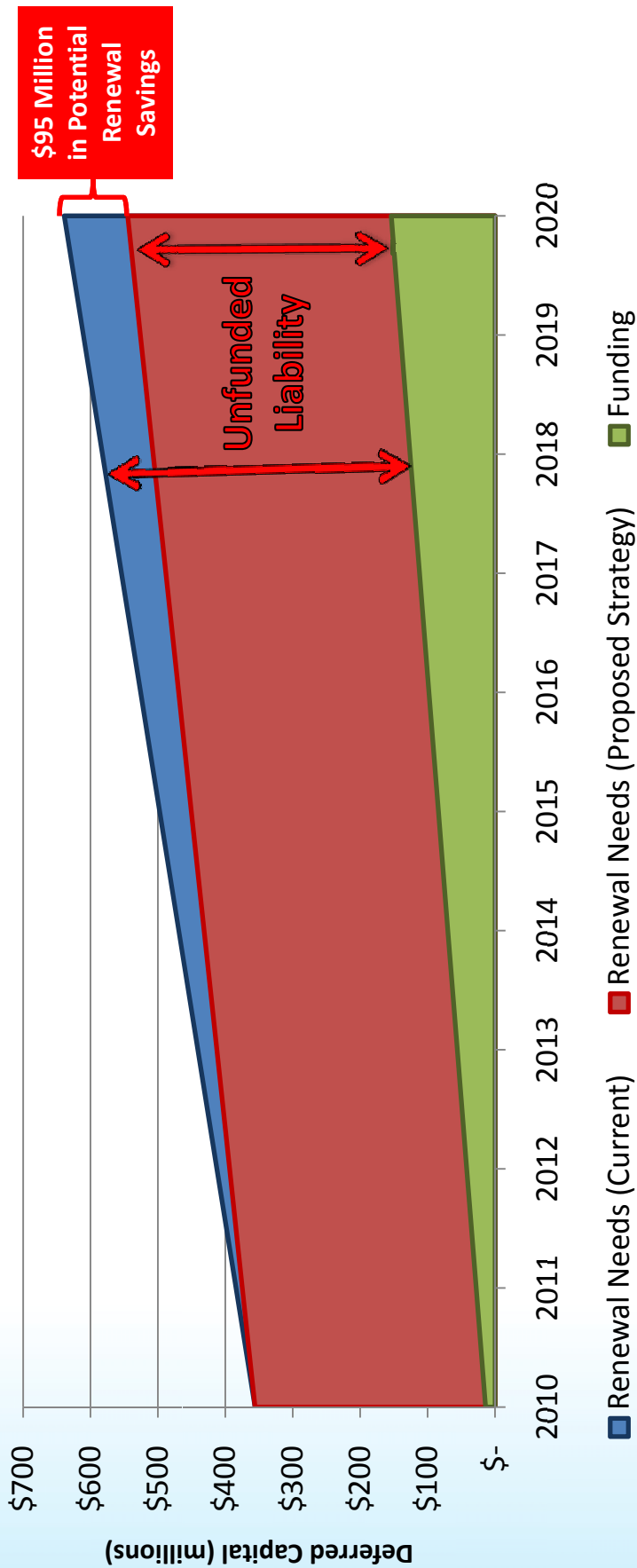
2010 – 2011 (>20 yrs old)

Supplementary Area Factor

HWDSB



## HWDSB Funding Challenges



- The amount of unfunded liability is projected to reach approximately \$485 million by 2020
- Under the proposed accommodation strategy prepared by HWDSB Administration, the amount of unfunded liability will decrease to \$391 million

Please Note: Proposed Strategy based on the Accommodation Options produced by HWDSB Administration for all of the school accommodation reviews (elementary and secondary) currently underway

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# Renewal Program

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## Capital Allocation Protocol

**At present, five priorities govern the allocation of renewal funds:**

1. Health and Safety Issues
2. Regulatory Compliance Issues
3. The risk that the failure of one or more components might cause a program (i.e. science lab) or the building itself to close, or cause secondary damage
4. High & Urgent ReCAPP Events
5. New Program Initiative Requirements



## Capital Allocation Protocol (Con't)

### 4. High & Urgent ReCAPP Events

#### ReCAPP (Real-estate Capital Asset Planning Program)

- Provincial software (all Ontario School Boards, all Buildings)
- An inventory of building components & their lifecycles
- An “Event” is a predicted lifecycle replacement date
- Software assumes a “like for like” replacement
- The Priority of an Event is Influenced by:

Age, Design, Materials, Size, Use, Maintenance, Vandalism, Weather etc.

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## North ARC Schools

Delta   Glendale   Orchard Park   Parkview  
Sir John A. Macdonald   Sir Winston Churchill

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School Profile: Delta Secondary School	
<b>Year of Construction:</b>	1924
<b>Year of Addition(s):</b>	1948, 1970
<b>Building Size:</b>	227,636 +/- ft <sup>2</sup>
<b>Site Size:</b>	6.19 +/- Acres
<b>10 Year Renewal Needs:</b>	\$26,132,092

Summary of Capital Expenses, 2000-2010	Total Amount
Architectural	\$1,824,043.83
Mechanical	\$1,122,495.36
Electrical	\$517,987.07
Program	\$0
Health & Safety	\$1,056,278.95
<b>Total</b>	<b>\$4,520,805.21</b>

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School Profile: Glendale Secondary School	
<b>Year of Construction:</b>	1960
<b>Year of Addition(s):</b>	1963
<b>Building Size:</b>	138,036 +/- ft <sup>2</sup>
<b>Site Size:</b>	18.62 +/- Acres (includes Glen Brae & Glen Echo)
<b>10 Year Renewal Needs:</b>	\$9,280,413

Summary of Capital Expenses, 2000-2010	Total Amount
Architectural	\$685,490.49
Mechanical	\$25,514.73
Electrical	\$59,625.39
Program	\$5,258.82
Health & Safety	\$12,409.92
<b>Total</b>	<b>\$788,299.35</b>

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School Profile: Orchard Park Secondary School	
Year of Construction:	1965
Year of Addition(s):	1972, 1990
Building Size:	184,685 +/- ft <sup>2</sup>
Site Size:	14.48 +/- Acres
10 Year Renewal Needs:	\$12,102,735

Summary of Capital Expenses, 2000-2010	Total Amount
Architectural	\$1,497,849.82
Mechanical	\$1,766,435.23
Electrical	\$19,114.23
Program	\$334,615.12
Health & Safety	\$53,661.54
<b>Total</b>	<b>\$3,671,675.94</b>

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School Profile: Parkview Secondary School	
<b>Year of Construction:</b>	1962
<b>Year of Addition(s):</b>	1969
<b>Building Size:</b>	70,370 +/- ft <sup>2</sup>
<b>Site Size:</b>	3.68 +/- Acres Shared site with King George School
<b>10 Year Renewal Needs:</b>	\$6,892,082

Summary of Capital Expenses, 2000-2010	Total Amount
Architectural	\$737,218.11
Mechanical	\$0
Electrical	\$47,351.82
Program	\$0
Health & Safety	609.60
<b>Total</b>	<b>\$785,179.53</b>

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<b>School Profile:</b> Sir John A. Macdonald Secondary School	
<b>Year of Construction:</b>	1969
<b>Year of Addition(s):</b>	1970
<b>Building Size:</b>	211,960 +/- ft <sup>2</sup>
<b>Site Size:</b>	8.02 +/- Acres
<b>10 Year Renewal Needs:</b>	\$20,419,480

Summary of Capital Expenses, 2000-2010	Total Amount
Architectural	\$2,801,855.64
Mechanical	\$1,741,032.87
Electrical	\$49,686.10
Program	\$0
Health & Safety	\$335,824.50
<b>Total</b>	<b>\$4,929,299.11</b>

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School Profile: Sir Winston Churchill Secondary School	
Year of Construction:	1967
Year of Addition(s):	n/a
Building Size:	174,475 +/- ft <sup>2</sup>
Site Size:	9.84 +/- Acres
10 Year Renewal Needs:	\$15,191,957

Summary of Capital Expenses, 2000-2010	Total Amount
Architectural	\$1,195,709.42
Mechanical	\$463,541.82
Electrical	\$29,154.76
Program	\$102,748.97
Health & Safety	\$268,884.56
<b>Total</b>	<b>\$2,056,039.53</b>

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# Long-Term Sustainability

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- The Facilities Management Department of the HWDSB has developed its own vision statement:

**“Facilities Management, creating effective environments that stimulate academic achievement”**

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## Current Facility Condition

- The Board owns 115 school buildings plus administrative sites
- Total estimated asset value/ replacement cost approx. \$1 billion
  - Presently 38% or \$356 million of the total asset is in need of renewal
  - Projected to reach 68% or \$639 million in the next 10 years



## Facility Condition (Con't)

- Deferred capital investment (ReCAPP Events) does not address any of the following areas of concern:
  - Building code upgrades
  - Municipal directed planning and building improvements
  - Academic program requirements
  - Accessibility needs
  - Changes required to implement a new method of program delivery within the overall school system

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## Facility Condition (Con't)

- The status quo is no longer an option for the HWDSB
- Annual funding allocations continue to decrease, due to declining student enrolment, resulting in increasing pressures to sustain the current facilities portfolio
- If there is a silver lining in all this it is that the combination of declining enrolment and reduced facility utilization provides an opportunity for the HWDSB to take action
  - Optimize the quality and number of facilities

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## Long-Term Facilities Master Plan Planning Strategies and Guidelines

1. Academic Program Planning Strategy
  2. Accommodation Planning Strategy
  3. Capital Projects Planning Strategy
  4. Maintenance & Energy Planning Strategy
  5. Operational Planning Strategy
- The work of this ARC will help shape these future planning strategies

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# Questions

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HAMILTON  
COMMUNITY  
FOUNDATION

For Hamilton, For Ever

**Poverty Reduction Background Paper:  
Income Integration of Schools  
by Matthew Goodman  
for Hamilton Community Foundation**

April 5, 2010

*Efforts to reduce poverty – and, in turn, improve social and economic outcomes for all Hamiltonians - are a priority for both the Hamilton Community Foundation and the community as a whole. This paper will summarize and explain income integration within schools as one potential focus of these efforts, as well as examine key research and policy considerations that will be helpful in the discussion of this approach.*

\*\*\*

**Introduction:**

This paper is presented in three parts. The first presents the idea and concept of income integration in the school system in the form of a summary of Gerald Grant's book *Hope and Despair in the American City: Why there are no bad schools in Raleigh*. The book is a tale of two cities, Syracuse New York and Raleigh North Carolina, and the divergent paths they took in developing their education systems. Grant explores the decisions, values, policies, and leadership which underpin Raleigh's success – and Syracuse's failure – at transforming their respective school systems.

The second part of this book reflects on some of the research which is the foundation for Grant's book and for the integration of schools more generally. In looking at this body of research and a limited sample of subsequent Canadian research, it is clear that while there is not an exact parallel, there are definite links to be made between Grant's observations and our own experiences in Hamilton.

And finally, the last section of this paper examines the current planning context in Hamilton, as well as the policy considerations and implications surrounding income integration as a means of reducing poverty and improving individual and collective educational and social outcomes in our community.

**Part One: Summary of *Hope and Despair in the American City: Why there are no bad schools in Raleigh*, by Gerald Grant, Cambridge, MA: Harvard University Press, 2009. ISBN: 978-0-674-03294-1.**

In 1976 in North Carolina, two school boards – the City of Raleigh and Wake County the suburban area surrounding it – made the extraordinary decision to merge into one school district under the direction of the county. The decision was tirelessly supported by leading educators as well as business and civic leaders. The rationale for the merger was highlighted in a 1965 Vanderbilt University study which concluded that it not only made good sense and would stabilize racial integration (which over time in Raleigh has shifted to income integration) but also “would be a determining factor in the successful development of the Raleigh Wake County Community into a major . . . industrial urban complex.” (Grant, 2009, p. 88)



In his book *Hope and Despair in the American City: Why there are no bad schools in Raleigh*, Gerald Grant highlights the achievements and challenges of this merger, as well as its outcomes. He explores the policies, research, planning and leadership efforts which underpin and support it. And, perhaps most interesting to those of us living in Hamilton, he compares and contrasts the Raleigh experience with that of Syracuse, NY, a mid-sized northern American city, which in many ways resembles our own community.

Simply put, the guiding principle to the Raleigh approach is that no one school within the Board is permitted to have more than 40% students from low income families. Schools are rebalanced annually through a system of program enhancements and academic specialization, as well as through a comprehensive system of transportation (bussing), that ensures schools stay within this threshold.

Bussing children to and from school is not a new concept in most US cities, though certainly how it is viewed does vary considerably. However, in Raleigh and other communities, a unique approach was employed. This included bussing poor children out of socio-economically challenged neighbourhoods and into the more affluent suburbs, as well as suburban kids into urban areas, all with the enticement of enhanced or specialized programs, also known as magnet schools, ranging from unique academic, music or athletic programming. In Grant's view, though challenging at times to implement, this was a unique, innovative, and exceptionally successful approach.

But integration of schools based on race (initially, as a result of legal decisions in the United States) and subsequently based on income, as well as the transportation / bussing requirements that sustained it, were not the only factors in the successes of the Wake County Board.

Strong leadership from successive superintendents challenged the system to be better, to understand more about the needs of each child, and to respond to those needs, one-on-one, if need be, ensuring each child was learning to his or her fullest potential. When the then-current superintendent of education for Wake County asked the school board to commit to a 95 percent pass rate on state standardized tests, people thought it was an unrealistic and audacious goal. It was. But the superintendant knew, much like his belief in integration itself, the only way to achieve excellence was to demand excellence.

The superintendent ensured this was not a toothless exercise. Nor was he intent on setting-up his teachers, principals, or students for failure. He armed teachers and principals with more autonomy than they had ever had. He set expectations of them working together on teaching approaches, with the most gifted teachers and principals sharing their knowledge with the most challenged. Additionally, he continued to support and enhance data collection methods which helped pinpoint the needs of each and every student in the county, giving teachers the direct and immediate feedback they needed to refine and reshape their approach with each student with whom they were working. And with this new approach came a new philosophy: resources were rushed to support and improve underperforming students and classrooms.



The outcomes for school and students have been noteworthy: many schools attained the 95 percent test-pass target. Between 1994 and 2003, third graders' pass figures on math and reading tests rose from 71 percent to 91 percent. For poor children, the math figures went from 55 percent to 80 percent pass during the first five-year period. As Grant points out, not only was the board now attracting good teachers, these teachers were overwhelmingly willing to educate their own kids in the school district, an overwhelming testament to the quality of what was being delivered.

In Syracuse, no such leadership existed. School boards did not merge. Conventional attempts to cure inner-city ills failed to bring back the middle class. Teachers left, schools crumbled and social conditions in the neighbourhood continue to deteriorate. Poor inner-city children were left further isolated from the affluent suburbs with its higher expectations of students, schools and teachers. Inner-city schools were left struggling to meet the profound needs of its distressed communities.

Highlights from the book *Hope and Despair in the American City: Why there are no bad schools in Raleigh* by Gerald Grant:

- “Any school in Wake County where more than 40 percent of pupils were poor enough to qualify for subsidized lunches was defined as being out of balance. The policy guaranteed that all schools in Wake County would have a core of middle-class students who would establish a floor of positive expectations and create students networks across class lines that would benefit poor students” (p. 105)
- “Raleigh had transformed an entire urban system in ways that dramatically raised the achievement of poor and minority students in all its schools” (p. 91)
- “Gaps in educational achievement became not only intolerable but unthinkable. Educators didn’t just talk equal education opportunity. They delivered it to all children in the system, day after day. And they reduced the gap between rich and poor, black and white, more than any other large urban educational system in America” (p 92)
- While the merger of the inner-city Raleigh board with the suburban Wake County board itself was an accomplishment, the integration of schools through bussing and, subsequently “the transformation of the schools which followed was even more remarkable” (p. 97)
- “...27 schools (were) turned into magnet schools in one year – schools with distinctive programs that any parent in the city could choose. That meant transforming the curricula in more than a third of schools in the Wake County” (p. 97)
- Single-minded and unflinchingly committed administrators “...relentlessly reached out...in schools, churches, and ‘living room dialogues’ all over Wake County” (p. 98)



- “Once a school opened, (the lead administrator) became legendary for quickly responding to any needs teachers had”. Conversely “programs that failed to draw students were closed down. Programs that thrived and produced results were adapted to other schools” (p. 99)
- Giving parents a wide range of choices did not mean they always got their first pick, but it enabled Wake County to create “...a workable balance...in all its schools” (p. 99)
- Set high goals: “Wake County system announced that its goal was to have 95 percent of all K – 8 students pass state exams in reading and math within five years” (pg. 93)
- “Providing teachers with resource and giving them the freedom to create programs they were proud of while holding them accountable for results” (p. 108)
- “Most (teachers) were making significant changes in how they taught in order to reach new goals” (p. 118)
- “Creation of a class of master principals and appointed them to head the new magnet schools” (p. 98) meaning that these highly skilled and successful principals could not be complacent or stay in one school. They were valued, appreciated and encouraged to take on new challenges to ensure the system continued to grow successfully
- The Board developed and relied on a comprehensive data collection system and undertook on-going and regular analysis for not only Board-wide planning e.g. allocation of resources, program decision-making (p. 103) but also for assessing the individual needs of students e.g. “diagnostics” (p. 108). In both cases the data is used to support more timely interventions and to speed up change



## **Part 2: Review of Body of Evidence – Past, Present and Emerging**

### **Introduction:**

*Hope and Despair in the American City: Why there are no bad schools in Raleigh*, by Gerald Grant cites strong evidence with regards to the integration of schools based on income. However, further analysis of this research is prudent. Recent Canadian research is also presented for consideration. While this review is neither exhaustive nor definitive, an impressive review of recent quantitative research by Charles Ungerleider and the Canadian Council on Learning provides an excellent starting point in terms of Canadian research on poverty impacts, which in turn both supports and challenges the exploration of income integration in Hamilton schools. Further scans are sure to discover additions to this body of work, not only from previous studies but also from work that is underway, current or emerging. Therefore, this section is best viewed as a starting point, one to which new information and resources will be added.

### ***Hope and Despair Research:***

Much of the research that underpins the Raleigh experience, as well as other efforts to integrate schools, strongly suggests that limited information networks and poor social skills, particularly skills that are transferable across class lines, are significant barriers to upward mobility (Wilson, as cited in Eaton 1997). In essence, this means that children in neighbourhoods and communities struggling with the impacts of concentrated poverty, such as a lack of personal security and safety, increased anti-social behaviour such as drug use, property crime, etc, are less likely to develop the networks, skills and abilities they need to improve their social condition.

Grant presents findings from a range of academics, policy-makers and educators. While there are dozen studies which support and reinforce Grant's central thesis, three seminal researchers are highlighted here: James Coleman, *Equality of Educational Opportunity* (1966); William Julius Wilson, *The Declining Significance of Race* (1980) and *The Truly Disadvantaged: The Inner City, Underclass and Public Policy* (1993); and Russell Rumberger and Gregory Palardy, *Does Segregation Still Matter: The Impact of Student Composition of Academic Achievement in High School* (2005).

Some of the highlights from these studies include:

- Coleman (as cited in Grant, 2009. p. 159) showed that traditional measures of school quality such as facilities, curriculum, educational supplies / resources / materials, as well as teacher pay, were not as unequal across majority black and majority white schools as had been assumed, and therefore, “did not sufficiently explain the significant achievement differences between the two groups” (Fritzberg, 2000).
- Wilson did much to help shift thinking and focus on racial integration to income integration concluding that “class or income trumps race as a determinant of academic achievement” through his work that compared black and white children from similar income and parental education backgrounds (Wilson, 1980 and 1993 as cited in Grant, 2009. p. 166).



- Rumberger and Palardy undertook a study of 913 high schools in 2005 and their findings confirmed the benefit of socioeconomically balanced schools, noting that “schools serving mostly lower income students tend to be organized and operated differently than those serving more affluent students...” along four key characteristics: teacher expectations; amounts of homework; rigour of courses offered; and feelings of safety. Poor students in balanced schools learned on average two times as much as those in high-poverty schools (Rumberger and Palardy 2005 as cited in Grant, 2009. p. 166).

How profound is the impact of poverty on children’s learning? According to a report by the Public Policy Institute of California, the average reading level of tenth graders in high-poverty schools is about the same as that of a fifth grader in the most affluent schools (Rose et al 2003, as cited in Grant, 2009. p. 141).

### **Canadian Research:**

Charles Ungerleider’s *The Social Consequences of Economic Inequality for Canadian Children: A Review of the Canadian Literature* was undertaken with the purpose “to summarize, analyze and evaluate the Canadian quantitative literature examining the social consequences of economic inequality for children.” His review included 34 studies and he presents findings in four outcome groupings: education, health, social justice and employment, with educational outcomes subdivided into academic and social / behavioural outcomes and health outcomes subdivided into emotional and physical health outcomes (Ungerleider, 2006).

Ungerleider found, in terms of educational outcomes, “...little doubt that higher income or socio-economic status is associated with better academic outcomes...” His review also highlighted:

- Child poverty accounts for 21% of the risk of poor school performance (Lipman, Offord and Boyle, 1996)
- All persistently poor children are at greater risk of failure by grade six, with welfare-dependent families more at risk than those from working poor families (De Civita *et al.* 2004)

Interestingly, especially when thinking about the potential for the integration of schools based on income in Hamilton, Ungerleider’s review also looked at studies of the effects of living and attending school in poor or rich neighbourhoods, as opposed to being from a poor or rich family. One of the more salient findings was that:

- Children from poor households in poor neighbourhoods score lower than children from poor households in affluent neighbourhoods (Kohen, Brooks-Gunn, Leventhal and Hertzman 2002)

In this study Kohen, Brooks-Gunn, Leventhal and Hertzman (2002) examine the effects of neighbourhood socio-economic characteristics on the verbal and behavioural competencies of a national sample of pre-schoolers, ages four and five. Their analyses show children in high poverty neighbourhoods have lower verbal scores and higher scores for behaviour disorders than their peers in more affluent neighbourhoods.



Additionally, their work highlights the interaction between household income and neighbourhood income. Children from poor households (<\$20,000) in high poverty neighbourhoods score lower verbally than children from poor households in more affluent neighbourhoods. Children from high income households in all neighbourhoods score higher than their lower income peers with the most affluent neighbourhoods also showing fewer behaviour problems. The study also indicates that while living in an affluent neighbourhood appears to benefit poor children; living amongst poorer peers does not appear to harm affluent children. Overall, this study indicates levels of neighbourhood poverty and affluence do affect children's outcomes and suggests policies should promote healthy development in these areas.

Ungerleider's review also found the following impacts in terms of education outcomes:

- Mean income of an elementary school accounts for 39 - 45% of the difference in test scores between schools, a figure that dwarfs the 3 - 6% difference teaching styles appear to make (Pyryt and Lytton, 1998)
- Higher school mean SES increases test scores between 65%; and 10% over and above family SES (Ma and Klinger, 2000)

Ungerleider's review also included the following related health outcomes:

- Low-income youth smoke more frequently, do less physical activity, spend more days sick, assess their health more negatively and have less access to doctors than high-income youth (Abernathy *e al.*, 2002) and are more frequently and severely obese than non-poor children (Phipps, Burton, Osberg, and Lethbridge, 2006)
- Low-income children were nearly 2 times more likely to be hospitalized in the previous year than adequate-income children (Guttmann, Dick and To, 2004)
- The teen birth rate is nearly four times the rate in the lowest income neighbourhood as the highest (Hardwyck and Patychuk, 1999)
- Canada's least educated give birth in adolescence far more (42%) often than the most educated (<10%) (Singh, Darroch and Frost, 2001)

Again, while the body of evidence presented is not exhaustive, it does tell a sobering tale for those children and families living in our poorest neighbourhoods. And while a range of policy options has been and will continue to be employed in attempts to ameliorate and eliminate these conditions, an argument can be made that education provides one of the best opportunities for individual upward mobility and improvements in collective social and health outcomes.

With Hamilton's highest drop-out rates seemingly reflecting the neighbourhoods with the highest concentration of poverty, there is further reason for paying attention to the findings of this book and research. At present, in Hamilton's highest drop-out rate neighbourhood, 267 of 1000 students will drop-out! In our lowest neighbourhood, which by most measures would be considered our most affluent, the rate is 6 in 1000 students.



As Grant explores in *Hope and Despair*, a strong public education system enhanced by a policy of income integration has shown to deliver significant positive outcomes at the individual child, family, neighbourhood and institutional levels.



### **Part 3: Policy and Planning Implication in Hamilton**

In developing this paper Grant's thesis was shared, informally and unscientifically, with a few Hamiltonians. Overwhelmingly, their initial response to the concept of income integration within Hamilton's schools was, in essence, "It's an interesting idea. But Hamilton isn't the United States. We couldn't do that in here." When pressed for further explanation, reasons ranged from "We don't have the same type of poverty" and "We don't have the same racial segregation in our neighbourhoods" to "Our schools aren't that bad" and "We don't have a history of bussing children here".

To some degree these observations are accurate, particularly when we compare our neighbourhoods, schools, and school transportation networks in Hamilton to most American cities. However, it is also true that most would agree when it comes to poverty and its impact on the lives of children and families in our community, favourable comparisons to other cities or countries offer little comfort.

The reality is that Hamilton has concerning concentrations of poverty in too many of its neighbourhoods. Some of the schools in this city, particularly in the inner-city, are significantly underperforming due to a myriad of social challenges children and parents are facing in their homes and communities. And, while bussing does not occur in Hamilton to the degree it does in many US cities, there are 1000's of children on buses every day in Hamilton whose parents have chosen to send them to one of the many French immersion, magnet, or private schools that exist across our community.

#### **School Performance:**

In its Report Card on Ontario's Elementary Schools (March 2010), the Fraser Institute rates schools relative to one another to "...assist parents when they choose a school and encourage educators and parents seeking to improve Ontario schools..." (<http://compareschoolrankings.org>) While the ranking of individual schools has its proponents and decorators, the Fraser Institute's web-based report card and database is useful in any examination of where the educational challenges lie in Hamilton.

A review of the mapping feature on this website provides a quick visual representation of the physical location of each of the reviewed schools. (Please note that at the time it was accessed, not all schools in Hamilton were included in the Report.) What is most striking about the mapping of ranked schools in Hamilton is that schools with the lowest scores in terms of academic performance are found in the poorest neighbourhoods in our city. On the map, these lowest ranking schools are represented by "red flags", almost all of which are concentrated in the central lower city.

#### **Changes in School System:**

In the coming months and years, profound changes are coming to the education system in Hamilton. For some of the youngest children in the system, full-day early learning (FDEL) will be commencing in September 2010. Though there are many questions of implementation that have yet to be answered, ultimately, it is the Province's goal to ensure "...that all four- and five-year-olds have access to an engaging and enriching full-day of learning..." by mandating "...that all school boards offer full-day learning for four- and five-year-olds, including the integrated extended-day programs."



The full scale implementation of FDEL by 2015 in all schools in all Boards across the province will bring many changes to the elementary school system, especially in Hamilton. Uptake of FDEL will have a considerable impact on the physical space required in schools; in some areas significant accommodation and capital investment will be needed and, where this is not possible, relationships with community child care providers will be necessary to ensure that extended-day child care is available in or near all schools. Escorting or transporting children between schools and child care centres may be explored to ensure a seamless day of learning for children and their parents.

In addition to FDEL, the Hamilton Wentworth District School Board has recently announced that it has initiated three Secondary School Pupil Accommodation Review Committees to look at secondary education across HWDSB. The committees will recommend to trustees how best to use available resources in order to meet the educational needs of students by reducing excess secondary space in its schools. The three committees are structured on the basis of location, space and program placement.

It is anticipated that these accommodation reviews will lead to the restructuring of the secondary school system in Hamilton. Within the current funding model, under which school boards are predominantly funded on a per-student basis, boards that are under-capacity are challenged meet the square footage costs of their schools. Thus the goal of the review committees is "...to reduce excess secondary space within schools as well as create innovative environments that support student achievement."

Taken together, FDEL and the secondary school accommodation reviews represent significant impending changes for the education system in Hamilton. Viewed in the context of reducing poverty and improving social and educational outcomes for children, these changes represent a moment in time where there is significant opportunity to profoundly rethink, redesign and implement fundamental changes to the education system.

### **Supportive Leadership and Structures:**

The potential to support innovation in Hamilton is profound. There is new and engaged leadership in key positions in Hamilton, including both Boards of Education, the United Way, the Hamilton Community Foundation, Mohawk College, McMaster University and the City of Hamilton. Community and institutional commitment to initiatives such as the Hamilton Roundtable for Poverty Reduction, the Jobs Prosperity Collaborative, the Hamilton Best Start Network and others has never been stronger.

These institutions, organizations and initiatives, individually and collectively, have made significant and important positive changes in Hamilton. These include: neighbourhood-focused projects that have shown a range of positive individual and community outcomes, connecting people to supports and to each other; the development of hubs in schools, community centres, and other places where people naturally congregate,



again, which have connected children and families to the high quality early learning and care resources that they need in a timely way; new marketing approaches for Hamilton



have emerged and are beginning to help reshape how Hamilton sees itself and how others see Hamilton; and, finally, a single-minded and shared commitment is taking hold, one which strives to make Hamilton the best place to raise a child, promote innovation, engage citizens and provide diverse economic opportunities.

The City of Hamilton is a key partner in all of these initiatives and, through a refocused effort to understand the unique needs of the neighbourhoods that make up Hamilton, the City and its partners are better positioned to respond to these needs. This emerging neighbourhood focus allows Hamiltonians to have a say on the decisions that most immediately impact their lives, their neighbourhoods and their community.

The provincial government is also dedicated to 'breaking the cycle' of poverty and has developed and begun implementing its own Poverty Reduction Strategy. Key tenets of the Strategy include: setting targets and measures which aim to reduce the number of children living in poverty by 25 per cent or 90,000 kids over the next 5 years; increasing the Ontario Child Benefit (OCB), which, when fully implemented, will represent a total investment of \$1.3 billion per year; and improving education and early learning through a strong and publically funded education system which the province refers to as the "the best poverty reduction strategy".

### **Conclusion:**

Efforts to reduce poverty – and, in turn, improve social and economic outcomes for all Hamiltonians – are a priority for both the Hamilton Community Foundation and the community as a whole. And there is renewed leadership and reinvigorated resolve in Hamilton that makes this a unique time in our community's poverty reduction efforts. Impending changes within the public school board and a strong commitment from both the local and provincial levels of government mean that bold and innovative options, even challenging ones, with sound research and proven outcomes underpinning them, must be thoughtfully and thoroughly examined. The potential of income integration within Hamilton's schools to be the catalyst in Hamilton's long-term poverty reduction efforts is significant and requires full and further consideration and discussion.



## Invitation from the South ARC to the North ARC

At the May 17<sup>th</sup> meeting of the South ARC, the committee discussed the possibility of meeting with the North ARC to discuss Mountain and Parkview. As you know both the North and South review areas include a vocational school. The South ARC feels that it would be beneficial for both committees to meet together to share their views, interests, concerns and options related to Mountain and Parkview.

To this end the South ARC would like to invite the North ARC to a meeting on Thursday, September 15<sup>th</sup> to discuss the two schools and related programming. The meeting would likely take place in the theatre at the Education Centre so that everybody could be accommodated.



I like this plan/document but am concerned about the children at the gifted end of the spectrum. There is not enough information and planning for those children. Children at the opposite end of the spectrum are getting additional supports and specialized classes, what support do the gifted children receive?





City of Hamilton

# BERNIE MORELLI

## Councillor - Ward 3



Telephone (905) 546-2730 Residence (905) 545-8010 Fax (905) 546-2535

May 30, 2011

Judith Bishop  
Chair, Hamilton-Wentworth District School Board  
P.O. Box 2558, 100 Main St. West  
Hamilton, Ontario L8N 3L1

Dear Ms. Bishop,

I am writing this letter on behalf of the constituents of Ward 3 with respect to the review being conducted by the Accommodation Review Committees of the Hamilton-Wentworth District School Board.

I cannot stress enough to the Board of Trustees and staff of the Hamilton-Wentworth District School Board my deepest concerns about the possible closures/consolidations of several Ward 3 schools.

I appreciate that education issues are a responsibility of the Provincial Government, but the possible implications of these closures/consolidations would affect the Lower City greatly. Hamilton is expected to see double digit growth in the Lower City based on various factors, such as the intensification goals set out by the Province. We need the necessary education infrastructure to handle this growth. As well, many of these schools foster a strong sense of community amongst parents, students and educators, that could be detrimentally affected if closures/consolidations are approved by the Board.

In conclusion, I would urge the Board to maintain all existing schools in Ward 3. Should you have any further questions or concerns, please do not hesitate to contact me or my office.

Yours Very Sincerely,

Bernie Morelli,  
Councillor, Ward 3

CC: Tim Simmons, Vice Chair - Hamilton-Wentworth District School Board and  
Trustee - Ward 3

City Hall, 71 Main Street West, Hamilton, Ontario L8P 4Y5 • E-mail: bmorelli@hamilton.ca



**PRESENTATION TO NORTH ARC MEETING,**

**HAMILTON BOARD OF EDUCATION, May 24, 2011**

Sally Palmer, Ph.D., Professor Emeritus, School of Social Work, McMaster  
University

To: Members of the North ARC

Re: Potential closing of Parkview School

- I am speaking on behalf of the Social Action Committee (SAC) of the Ont. Assoc. of Social Workers, Hamilton & District Branch. We are concerned about the potential closing of Parkview School and the effect this is likely to have on students who are flourishing at Parkview.
- Over the years, Ontario schools have experimented with: (1) streaming students into schools or classrooms that fit their capabilities; (2) putting students of differing capabilities into the same classroom. Members of the SAC would like to endorse the first approach; social workers in schools have seen the benefits for students of being educated along with others of similar capabilities.
- The following points are taken from an article written in the *Education Forum*, a journal for secondary school teachers in Ontario: The article, *Streamed General level classrooms: A place to learn, a place to grow*, is written by teacher, Nancy Maki, about her experience in a Grade 9 classroom that was geared to students with special educational needs.
- Ms. Maki describes a moment of achievement for Tim, a Grade 9 student who had great difficulty putting his ideas into written form, but had finally volunteered an answer in class that was grammatically perfect and textually comprehensive. He repeated this success three days in a row and after his third answer, suddenly the other 23 students in the class started clapping. It was a moment of happiness for Tim, which he could not have achieved in a mainstream classroom—a more competitive environment.
- Ms. Maki also describes her work with Roger, another Grade 9 student, who worried he would fail because of his poor spelling. He worked on a special computer spelling program and came to trust Ms. Maki, so that he was able to experience success as the two worked together and he made significant improvements in his written assignments.



- The author goes on to say, "Countless teachers have similar stories to tell of students who spend years in elementary classrooms trying to protect their fragile academic confidence from the fallout of students who excel academically. These needier students spend their elementary years eluding, rather than embracing, the opportunity to learn." In classrooms such as Parkview School offers, students like Tim and Roger thrive on the success that results when they are encouraged to reach out to learning opportunities in a setting that doesn't threaten them, but rather emboldens and heartens them.

Members of the SAC hope that the students at Parkview can continue to learn in an environment which they experience as supportive, rather than intimidating. Ideally, they can stay in a school where they have been flourishing, rather than experience the disruption of moving to an unknown place, where the environment may be more threatening to them.

Thank you for this opportunity to speak.



**PRESENTATION TO NORTH ARC MEETING,**  
**HAMILTON BOARD OF EDUCATION, May 24, 2011**

To: Members of the North ARC  
Re: Potential closing of Parkview School

I am impressed with the efforts of the ARC process to give people a chance to raise their concerns and thank you for allowing me to give this presentation.

I am Sister Theresa Nagle. I represent the School Sisters of Notre Dame.

I am the coordinator of the Social Justice Office in Waterdown. I am also representing a Hamilton group, the Campaign for Adequate Welfare and Disability Benefits (CAWDB). The CAWDB is a grass roots group composed of the poor and those who are concerned about them. We work together to make positive change.

We are concerned about the closure of Parkview Secondary School on Balsam Ave.

We realize that many schools have to close because of declining enrolment.

Parkview is a special school.

What makes this school so special is because many of the students are poor and have learning difficulties. For the most part they are very polite, work well together, and are learning life skills, as well as academics.

This is helping them to develop toward a better future.

Because of their poverty and learning disabilities, we do not believe they would do well in another school and they excel at Parkview because of the excellent program and dedicated teachers for their needs.

The teachers want to be there, because they know they are making a difference in lives of the students beyond their academic learning.

The School Sisters of Notre Dame has had a special connection to this school through our Finance and Social Justice departments.

For about six years, we have been donating funds and goods to the school and have attended their Christmas dinner as guests.

I left each time feeling very impressed with the staff and students and the atmosphere of the school.

We have great concern about the welfare of these students if the school were to close, because this environment has had such a positive impact on them. We hope the Board can find a creative way to keep it open

On a personal note, my youngest brother went to regular high school in Brantford.

He had learning disabilities and he was a delight.

I saw great potential in him but he fell through the cracks.

He was constantly beat up and called names. He was frightened all the time.

He could have gone to a vocational school, but my mother didn't want him to because it was a tough school and he would have been worse off.

When I came to Parkview and experienced the staff and students, and saw what they were able to do I thought how much better my brother, Dave would have been and felt would have reached the potential I knew he had



Steve Buist of the Hamilton Spectator has written several articles about this school and this has helped us to appreciate the uniqueness and value of the school. I am including some articles written by Steve Buist.

### **1. Donors come forward to aid inner city school – June 22, 2010**

Principal, Paul Beattie has a simple message for the generous people of Hamilton:  
Thank you!

One retired man handed Beattie a cheque for \$20,000 to help fund the school's breakfast and lunch programs next year. One woman walked into the school and gave \$50.

In between, Beattie said he's received dozens of e-mail messages from people offering to donate clothing and toiletries or whatever support is needed.

"It just did great things for the pride of the Parkview community, knowing there are so many people out there who care and want to help in Hamilton."

It just gives the kids so much hope to see that they're important people and people want to help and support them to become even greater people than they are.

One particular boy who is graduating this year read the paper with his mom that morning and she had tears in her eyes reading it.

"I think they're feeling really proud and really positive about being part of Parkview," he added

### **2. Danny's No Frills helps Parkview students concentrate on learning**

September 20, 2010

This is an article had a photo of the students helping to stock the shelves.

The spectator and Danny's No Frills and the staff and students worked together and filled several shopping carts with \$1,000.00 of food for their breakfast and lunch programs and items for their bakery.

The teachers and staff at Parkview run the programs and senior students do the cooking to earn a credit and gain valuable experience.

The article goes on to say that despite what many people may think, these students are good kids.

Sincerely

S. Theresa Nagle, SSND



# **ACCOMMODATION Review Committee**

**North - Accommodation Review Committee  
Working Group Meeting #7  
September 13, 2011**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

## **AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Presentation- Paul Johnson – City of Hamilton**  
**Director Neighbourhood Development Strategies**
- 4. Data Updates – Dan Del Bianco**
- 5. Accommodation Options**
  - 5.1 Full committee discussion of accommodation options**
  - 5.2 Focus on a recommendation**
- 6. Minutes of the Meeting of June 14, 2011**
  - 6.1 Errors or Omissions**
  - 6.2 Approval of the Minutes**
  - 6.3 Business Arising from the Minutes**
    - 6.3.1 Facility Partnership Update**
    - 6.3.2 Other**
- 7. Other Business**
  - 7.1 Meeting with the South ARC on September 15, 2011**
  - 7.2 ARC Timelines**
  - 7.3 Planning for the Public Meeting**
- 8. Correspondence**
- 9. Adjournment**

**Next Meeting – Public Meeting – October 4, 2011, Sir Winston Churchill – 6:00 pm**

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



**Hamilton-Wentworth District School Board (HWDSB)**

**North Accommodation Review Committee Meeting**

**Board Room – Education Centre**

**September 13, 2011**

**Working Meeting #7**

**Minutes**

**ATTENDANCE:**

**Committee Members**

***Chair – Vicki Corcoran***

***Voting Members – Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Laura Gill, Marie Jackson, Jane Henry, Rick Kunc, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Lawrie Cook, Glenn Cooke, Geoff Coombs, Mark Currie, Peter Joshua, Nancy Leach, Ray Mulholland, Maria Pearson, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White***

**Regrets**

***Voting Members –***

***Non-Voting Members – Chad Collins, Jason Farr, Jim Holubeshen, Bernie Morelli, Sam Merulla, Don Pente***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton, Steve Stirling, Ellen Warling***

**Recording Secretary**

***Tracy McKillop***



### **1.0 Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the seventh working group meeting. She spoke of the follow-up information from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard.

### **2.0 Agenda**

#### **2.1 Additions and Deletions** – None

#### **2.2 Approval or the Agenda** – The agenda was approved by consensus.

### **3.0 Presentation** – Paul Johnson – City of Hamilton – Director Neighbourhood Development Strategies.

To view the presentation please click on the following link: <http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Neighbourhood-Development-Strategy-North-ARC-Sept-13-2.pdf>

Mr. Johnson expressed his appreciation at receiving the opportunity to present to the North Accommodation Review Committee. He commenced the presentation by speaking about “how did we get here?” On May 8, 2010 the City met to talk about the “code red area” in response to the study that Neil Johnson, from McMaster University, had completed. In September 2010 City Council approved the development of a neighbourhood initiative and committed two million dollars in reserve funds to support the objectives within the neighbourhood initiative.

Mr. Johnson spoke of Hamilton’s Neighbourhood Development Strategy which includes:

- Activities that are guided by best practices from other Communities.
- Approaches that will allow us to measure changes in outcomes over time.
- Structures and governance that will help leverage resources and align actions.

Time was spent researching successful neighbourhood development approaches in other Cities and from this they learned:

- **Community development workers** are critical human resources that support relationship building at the neighbourhood level
- Neighbourhood planning should be **comprehensive and holistic**
- A **multi-sectoral approach** is key
- Planning must be **inclusive and resident led**
- Plans must focus on the **long-term**
- **Investment is required** to implement neighbourhood

The City of Hamilton created “Neighbourhood Development Activities:

- **Putting more community development “boots on the ground”** – working with our partners to create an integrated team of community development workers.
- **Resident-led neighbourhood planning** – begin comprehensive resident led planning in neighbourhoods.



- **Increase neighbourhood investment to address opportunities identified in the neighbourhood planning process** – leverage funding where possible and directly invest new resources when it can move an identified priority forward.
- **Build new investment partnerships with senior levels of government** – fully explore the possibilities of developing an Urban Development Agreement to increase the health, social and economic outcomes of neighbourhoods.

The toughest part of exercise was determining where to begin the work. The priority area was the code red neighbourhood where health, social and economic outcomes were the poorest. Mr. Johnson showed a map with shaded areas that indicated the neighbourhoods that would be considered a priority. He shared the following slides:

#### **Working in the Priority Area**

- There are about 50 neighbourhoods in the priority area as shown on the maps...too many to tackle all at once
- Within the priority area specific neighbourhoods were selected to begin development work
- In 2011 three neighbourhoods were selected
- Criteria for selecting neighbourhoods will be based on a number of conditions for success...not on the relative ranking of neighbourhoods

#### **The Neighbourhoods – 2011**

Keith Neighbourhood – North End

Stinson Neighbourhood – South of Downtown

Stadium “Precinct” – neighbourhoods that surround the Stadium

#### **The Neighbourhoods - 2012**

Beasley Neighbourhood – Downtown Core

McQuesten Neighbourhood – East End

Rolston Neighbourhood – Hamilton Mountain

Mr. Johnson shared what will happen in the selected neighbourhoods:

- Increased involvement of community development worker
- Engagement in a resident-led neighbourhood planning process
- Opportunities for residents, businesses and other key stakeholders to access funding to implement neighbourhood initiatives
- All of the above work is built on a model of Asset Based Community Development (ABCD)

Building on the assets of a neighbourhood builds on the future prosperity and sustainability. Mr. Johnson spoke of translating assets and strengths into plans for the future:

- Neighbourhood Planning will be led by residents and key stakeholders and will focus on tangible steps the group can take over the next 4 to 5 years to build a healthy neighbourhood
- The plans will be holistic taking into account the physical, economic, social, cultural, human and environmental opportunities in each neighbourhood...as such they are “Quality of Life” plans
- The City and other external partners will play a “technical support” role...helping the neighbourhood planning group develop solid business plans

He shared that the road map for success does not mean a lot of meetings but focused initiatives and individuals. The anticipated results include:



- Detailed action plans with defined time- lines and accountability
- Shared ownership among residents, key stakeholders, the City and the wider community and a commitment to put the plan into action
- Identification of policy level issues for further exploration and discussion
- Business plan that clearly articulates opportunities for investment by private, public and voluntary sector

Mr. Johnson spoke of investing in the neighbourhoods and what the goals would include:

- Primary goal through planning process is to ensure current and planned investments are delivering high impact results
- Neighbourhood reserve funds would augment current work or fill in the gaps when other investments are not available
- Funding will be available for both “early action” projects and larger- scale initiatives

He indicated that it is critical to measure the outcomes and the City has partnered with McMaster University in order to do this. Mr. Johnson stated that people based outcomes will take time but those investments need to begin now. They are looking at doing this work more strategically:

**Neighbourhood Office** acts as secretariat (communications, reporting, outcome measurement, managing neighbourhood planning process) supported through alignment of staff from Public Health, Community Services and Emergency Services

**Management level committee** – building alignment among partners and identifying policy related issues for further discussion supported by staff from departments and agencies

**Operational level committee** – address delivery issues and coordinate on-the- ground issues supported by staff from departments and agencies

Mr. Johnson shared that they are working with community partners for example Hamilton Community Foundation & McMaster University. He stated that education is critical to the success of the neighbourhood and this provides an opportunity to work together with the ARC to revitalize the neighbourhoods. He also spoke of the Hamilton Police Services (the action team) and the strong approach to behaviour in downtown area. They have been handing out a lot of tickets. Through the neighbourhood development and the partnership with community partners, like the paramedics and police they have had a huge success. Investment in the stadium area is being allotted and the City would like to connect the neighbourhood to urban area and gage park. Mr. Johnson expressed to the Committee that neighbours and residents want to know that their neighbourhoods have a connection to schools in the area.

#### **Questions:**

#### **(Q) Questions (A) Answers (C) Comment**

Q. Is it a good idea to reinvent the school with a community centre?



A. People like the idea of having education, a social connection and recreation needs brought together and the doors are open to share partnerships with the City. Dr. Davey School has transformed the neighbourhood.

Q. Does your group have any ideas of how to bring middle class back into these areas when they have a reputation?

A. They have a concentration of poverty so the way to eliminate it is to reduce the concentration. Our planning vision is to encourage the same scenario. We need to have a conversation on how to have the right kind of support and how to balance the support across the neighbourhoods. We will work toward having a better balance in the neighbourhood.

Q. One challenge is we have Councillors saying “not in my backyard”. How do you get around that bureaucracy? What power are you going to have?

A. City Council has opened the door to dealing with this issue. Mr. Johnson shared that it will not be an easy plan but we have a volume of people who stand behind this and we need to have a strong plan in place.

Q. Will the closure of Delta and Parkview affect the area? Has the City come up with a plan and can we develop something with the City?

A. Education does come up often and we can co-ordinate conversation to go over ideas that are on the table.

C. I applaud your area development projects and the co-ordinating with all of the community groups.

#### **4.0 Data Updates – Dan Del Bianco**

Mr. Del Bianco introduced Bob Fex, Senior Planner of Accommodation & Planning, a new member to the planning department and Kevin Morton, Manager of Maintenance and Energy. Mr. Del Bianco shared that the staff of facilities and planning worked hard over the summer and give substance to the four options that the North ARC put together. The data from 2010 was used because the data from 2011 has not gone into the system and been updated to date.

Robert Fex went over the options along with the charts with the Committee. To view the options please click on the following link: <http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/North-ARC-Summary-Options-Sept-13-2011.pdf>

Mr. Fex also went over the boundaries as well as the projected enrolments for both the staff recommendation as well as the options. The year 2013 was used as the implementation date.

#### **5.1 Full Committee discussion of Accommodation Options**

Q. Why not move the Glendale boundary instead of overloading the new school in the first few years?

A. We did not want to stray too far from your original option. You can certainly make that recommendation.

Q. Can we have some schools at 115% without adding portables?



A. It may require some challenging scheduling in the beginning of the change.

C. We would like a school somewhere between Delta and Sir John A Macdonald. In light of information that we have heard about the community perhaps we could build a new school closer to Parkview and adjust the boundaries. When dealing with schools outside of the ARC we can make a recommendation for a boundary study. We have the ability to explore the stadium precinct in order to centrally locate a school.

Q. Orchard Park (OP) boundaries never changed. Is there a reason why?

A. It can always be a possibility however we didn't request a change to Stoney Creek. These are not set in stone and this is our first look at these options. This is a starting point for discussion.

Q. If the Committee chooses a smaller system school as well as a new secondary school what would be the optimal size?

A. When looking at a new school you are usually looking at 1200-1300 pupil places.

C. The students feel safer in a smaller school and I feel we need to focus on this in our discussion.

Q. Could this be worked into a lease of some industrial area?

A. Mr. Del Bianco shared that the Committee is talking about leasing for Parkview students; however two of the four options include keeping Parkview open. We did not focus on leasing because this is the first we have heard of this; however, we will look at the financial aspect of this.

C. The inner city kids move around a lot so we need to watch the boundaries.

Mr. Del Bianco stressed that the second part of summary is based on estimates only. To view the financial summary please click on the following link: <http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NORTH-ARC-FINANCIAL-SUMMARY-SEPT-13-2011-2.pdf>

- 32 million for new school is based on a 1250 pupil placement school.
- **A** is higher for each of the options due to construction of a new school.
- Subtotal of **B** means the bottom line cost required to implement each of the options.
- **C** – Upgrades required to meet the facility and program needs that will still need to be addressed.
- **D** – Ministry funding for a new school – subject to approval – costs drop by 32 million dollars
- **E** – Less disposition from the sale of the properties.
- **F** – Operational savings and administrative savings – won't be a huge number but is potential savings.

There was discussion of the financial summary. Some comments were as follows:



- Sections A & B is the amount required to get everything up and running – the base amount.
- The downtown property (Sir John A MacDonald) has a higher resale value.
- All of the sites in the north were appraised and this is based on size and an average cost.
- Can we still tweak these options? Sir John A Macdonald is worth more money. Seeing that the Delta site is in the middle do you think we can do something with Delta? Do you think we can work with the City and look at a new recreation centre? This would keep a school in the middle.

The Chair shared that the North ARC has five more meetings and they are at the point where the options need to be narrowed down.

- What is the size of the site that you need for a new school? The Committee member mentioned that the old Scott Park location is near a skate park and a recreation centre.
- The School Board can build on any site and ideally it is the largest site that we can find. We are able to fit what you need on a 10 acre site; however 15 would be ideal but it is difficult to find in an urban area.
- All schools will have to be accessible and have asbestos removal. The Boards will have allotted for this.
- Once we open walls we have to deal with asbestos.
- The schools will have a map noting the areas of the school with asbestos.
- Having asbestos increases costs every time you make alterations; however, new schools will not have asbestos.
- Six million for land is based on what size of site? What would be size?
- It would be 10-12 acres.
- Did you find land between Delta and Sir John A Macdonald?
- We have nothing concrete to report back to you at this time. Our desire would be to locate something central especially after hearing Paul's presentation.
- What is acreage of Sir Winston Churchill School?
- 9.84 acres and Sir John A Macdonald is 8.0 acres.

There were no further questions.



## **5.2 – Focus on a recommendation**

Mr. Del Bianco asked if there were any options that the Committee was not interested in. He shared that typically at the final public meeting there is usually only one option.

Mr. Wibberley shared that the Committee has to go to the Final Public Meeting with a recommendation and can't change their option after they present it to the public. He stated that at the next public meeting the Committee will need to work toward having their option set in order to receive feedback from the public.

A Committee member suggested sharing all three options at the next public meeting. He felt that it was better to show all of the options and then explain why they did not choose two of the three options.

Mr. Del Bianco asked the Committee to look at the Staff recommendation. He shared that the Staff recommendation goes to the Board of Trustees; however, they may not necessarily keep their original option. They may like the ARCs recommendation or they may alter their recommendation.

Superintendent Corcoran stated that since there is only about two million dollars between all of these options why not dream big and look at the type of programming that they would like to see in their school (s).

We still have questions outstanding, for example, how much money is spent on leased and offsite programming? Mr. Del Bianco informed the Committee that the leased information is on its way and they will have that soon.

Mr. Del Bianco shared that status quo is the benchmark and that is why it is listed amongst the options. He stated that Parkview is important to all of the ARCs options. The Committee has to ask themselves if they want Parkview in its own facility or in a wing of the new facility. He shared that the Committee can make a very strong case with any of the four options.

If we want a new school we have to go with one of the last two options. We can't have a new school and keep Parkview open. We need to have it in a wing.

Mr. Wibberley stated that if the Committee were to close three schools and build one it would be very compelling to the Ministry to receive funding for a new school.

Is there an elementary school that could take the Parkview program?

This could be explored and it has not been explored to date.

Does this include a recreation centre and new school?

No just the school. We have to look at a school and make a decision then we can go to the City for support. This is your opportunity to make this a flagship school.

Does the Committee as a whole want this? Discussion took place and the Committee arrived at the following decision:



- Consensus was given to eliminate Option 1.
- Consensus was given to eliminate the Staff Recommendation.
- Consensus was given to eliminate moving the Parkview program into the elementary schools.

This left Options 2, 3 and 4 on the table.

**6.0 Minutes of the meeting of June 14, 2011**

**6.1 Errors or Omissions** – there were none.

**6.2 Approval of the Minutes** – The minutes were approved by consensus.

**6.3. Business Arising from the Minutes**

**6.3.1 Facility Partnership Update** - Mr. Del Bianco spoke of Facility Partnerships and shared that they had received a total of 18 expressions of interest for space within HWDSB. Of those 18, five could potentially meet the screening criteria according to the interim Facility Partnership policy which was passed by the Board in June. Some of the criteria include:

- The health and safety of students must be protected.
- Partnerships must be appropriate for a school setting.
- Partnerships must not compromise the student achievement strategy.
- No entities that provide competing education services such as private schools/colleges or credit offering entities are eligible.

Mr. Del Bianco shared that the Board reached out to the community through a number of mediums. There was an advertisement in the Hamilton Spectator. There was also outreach through social media channels such as Twitter and Facebook. The Board's website featured the application prominently on its homepage. There was an article in the Hamilton Community News as well as the Hamilton Spectator indicating that space was available. The Board also reached out to its current partners, not-for-profits and organizations outlined in the Regulation 444. This is the Regulation governing the disposition of property. In total, 440 letters were distributed to the community. The Facilities department is in the process of contacting those organizations that meet the screening criteria to get a better understanding of the facility requirements. Mr. Del Bianco shared that Boards are not expected to take on additional costs to support Facility Partnerships. They must be cost neutral.

**6.3.2 Other** - There was no other business arising.

**7.0 Other Business**

**7.1 Meeting with the South ARC on September 13, 2011**- The Chair shared that this is a South ARC working group meeting. They will be speaking about Mountain Secondary School and Parkview Secondary School for the first part of the evening. The second part of the meeting will be dedicated to whatever topics arise. This could take the entire 3 hours.

Q. Will we be watching or participating?

A. My understanding is that it will be a dialogue with the South ARC. Superintendent Scott Sincerbox will be the Chair. We will be sitting the South ARC members together and the North ARC members



together in order that the Chair will know which people are the members of the ARC. And the same rules will apply to the gallery that would typically apply in a working group meeting.

**7.2 ARC Timelines** – There was discussion on flipping the next public meeting with the next working group meeting. Consensus was given to have the next public meeting on October 25, 2011 and the working group meeting on October 4, 2011.

**8.0 Correspondence** – There was a proposal that was put forward at the West ARC Public meeting and a request came in to share this with the remaining ARCs as correspondence.

**9.0 Adjournment** – The meeting adjourned at 9:08 p.m.

DRAFT



**West ARC Proposal: Social Communications Classroom for Middle and High School  
Asperger Syndrome, NVLD and Similar Youth**

**May 31, 2011**

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**West ARC Proposal: Social Communications Classroom for Middle and High School  
Asperger Syndrome, NVLD and Similar Youth**

**May 31, 2011**

We are proposing to establish a Hamilton-Wentworth District School Board (HWDSB) Social Communications Program for youth with complex needs which could include Aspergers Syndrome, Non-Verbal Learning Disorder (NVLD), High Functioning Autism Spectrum Disorder (HF-ASD) or similar conditions, but who are doing grade level work and are university and/or college bound. Many of these youth simultaneously face issues with anxiety and depression. Furthermore, some of these youth may also have ADHD, OCD, Tourette's, Sensory Issues, whether formally diagnosed or not, which would make the social, academic and emotional factors of high school life increasingly difficult to deal with. This program should not be restricted to official diagnoses, as Aspergers Syndrome, High Functioning Autism Spectrum Disorder, Pervasive Development Disorder and Non Verbal Learning Disorder are all under-diagnosed for numerous reasons.

We are proposing that the HWDSB implement a three year middle-school and a five-year high school for this cohort of youth. In both programs, the model would involve the students generally taking three academic courses each term plus a Social Communications Class. The program would be designed to be a continuous middle school and high school paired program; one pair for each of the three HWDSB clusters, including Cluster West. It is important the paired program be housed in natural neighbourhood-progression schools to facilitate on-going relationships with neurotypical classmates. The HWDSB may wish to begin with a pilot version of the program in a pair-location to be determined, given space allocations, staffing, high needs and other considerations. Possibly, the program could be placed at an International Baccalaureate (IB) Diploma Program school. Currently, there is no specifically designed program for this cohort. We are only aware of programs for moderate and lower functioning Autism youth and like conditions.

Ultimately, the program would have 6-8 students in each class from Grade 6-8 in middle school, as well as in years 1-5 of the high school program. To staff the program at the middle school level, the program would need one and a half teachers plus two child and youth workers/teaching assistants (for Grade 6-9 combined). At the middle school level, the class would teach the students' core subjects, as well as support the students' social communication needs. At the high school level, we propose two teachers and four child and youth workers/teaching assistants (for years 1-5 of the high school cohort combined). This class would support all academic course work, as well as the students' social communication needs.

For each age group, the social communication classroom period acts as a place and time where the youth may discuss and expand whatever they need to discuss/digest that day or week (e.g., sexuality, dating, parents, employment); or, if there is no pressing need, the teacher and child and youth workers/teaching assistants can provide the extra support and skill learning to achieve success in their coursework. If the students choose not to eat in the cafeteria, they are free to eat in their physical classroom (all four age groupings). Additionally, the classroom could be used as a space where a student from one age group could retreat if need be during the day; even if it is a different age



group's class time. Furthermore, the teacher and child and youth workers/teaching assistants are there as a resource for the academic course-load teachers.

Models of this program already exist in multiple boards in Ontario offering varying degrees of support. Models, that we are aware of, include:

- Peel District School Board (PDSB)
- Dufferin-Peel Catholic District School Board (DPCDSB)
- Thames Valley District School Board District School Board (TVDSB)
- Toronto District School Board (TDSB)
- Toronto Catholic District School Board (TCDSB)
- York Region District School Board (YRDSB)
- Hamilton-Wentworth Catholic District School Board (HWCDSB)

The "Transition Program" offered at the PDSB most closely mirrors what we are proposing. At the high school level, currently eleven high schools offer programs for this cohort and they are looking to add more. Five of these schools are for youth who are hoping to go on to university while the other six are for less academically inclined youth. Both types of high school programs have 1 ½ teachers and four child and youth workers/teaching assistants assigned to four age groups and the lunch period over the course of the day. As an illustration, Streetsville Secondary School (academic stream) has 20 students total this year and in the past has had up to 28. Both the academic stream and the applied stream allow for flexibility for some youth to stay up to 21 years of age, as there may be a cohort within the group whose anxiety is too high for them to carry a three classes per year academic/applied/apprentice course-load. Students enrolled in the more academic stream typically complete their requirements in five years.

At the PDSB middle school level, they offer all sorts of placements, but specifically for this cohort: they offer a number of classes throughout their region where they have one teacher and two child and youth workers/teaching assistants for 8 youth.

Below, is a description of some of the ways in which the PDSB "Transitions" program operates.

Peel District School Board's High School and Middle School Transition Program  
(created in 1999)

"Because AS students learn and process information in a manner generally incompatible with the way it's usually presented in class, they need a reduced course load. AS students tend to lack general high-level thinking and problem-solving skills and have difficulty with recall related to problem solving.

The reduced load lets them spend time in the integrated classroom to interact with other students and learn the regular curriculum, often at the academic level. It also lets them return to the home-base class to get extra help through re-teaching, breaking down assignments into manageable pieces, having deadlines extended and having access to computers or scribes.

Wherever possible, efforts are made to match AS students with teachers who have a teaching style and personality that supports their learning style. Another benefit of a reduced course load is that the maturity level of these students is about two-thirds of their chronological age, so it makes little sense to rush them through high school.



Homework is often a major problem. School is already stressful, and if they take the stress from school home with them as homework, their family life can become even more difficult. AS students need time during the day to do homework.

Perhaps the biggest benefit of the Peel program is that these kids are succeeding and even enjoying school, many for the first time, and they are doing so in a traditionally inflexible learning environment-the local high school. According to Richard Hales, head of the Peel District School Board's innovative Asperger's program, the key to their success is ensuring the "maximum flexibility for students who tend to be rigidly inflexible. For many teachers, this has required a significant paradigm shift, but this is the foundation of the program and it's working."

The Middle School Transition Program at David Leeder Middle School in Mississauga follows the same approach as the secondary school program and focuses on preparing the AS students academically and socially for the transition from elementary to secondary school.

The contained class of eight students, taught by one teacher with two teaching assistants, works on priming the children for the work, routine and stresses of the regular classroom. Students spend about 35 per cent of their time here each day, preparing for what they will learn in their classes, which helps reduce their anxiety. They also learn social skills, like sharing, dealing with obstacles and interacting with other children, both in the classroom and on the playground. They are excused from gym classes, as open spaces cause tremendous anxiety.

According to Hales, putting the AS students in one location has allowed a peer group to develop. The students in the Peel program, who were socially marginalized in their previous schools, have also gradually developed friendships with mainstream students. For some AS students, it's the first time in a long time they have been invited to parties (the invitations tend to stop coming early in the elementary years). These friendships also reinforce their academic success, as the students are more eager to attend school so they can have fun with their friends. Hales says, "The increased enjoyment of the overall school experience has resulted in reduced levels of stress and anxiety, fewer meltdowns and a more relaxed approach to academic tasks."

Hales views students with AS from several perspectives. He has a 13-year-old son with Asperger's in another board, and as the pervasive development disorder (PDD)/autism itinerant in Peel, he can compare the progress of students in the Peel Region transition programs with that of AS students in various other settings. He says, "I can say with confidence that the approach taken in the Peel program is the best. It balances mainstream integration with intensive smaller group support, and this has allowed students to achieve academic success while reducing stress and anxiety." <sup>1</sup>

This cohort of youth is susceptible to a number of mental health co-morbidities and a program as described above would generally be more able to support these youth than full inclusion with little or no direct support. "Some children develop depression and anxiety as they get older, possibly because they start to understand that they are being teased or rejected. Anxiety tends to be more long lasting than depression."<sup>2</sup> "It appears that those who present with psychiatric disorders are the children who have better communication skills, specifically language comprehension. It seems that the better the language, the more likely the teenager will experience an anxiety disorder or depression. It could be because children with better language have a better understanding of social-



emotional situations and this greater insight leads to depression.”<sup>3</sup> Studies within the last fifteen years report rates of co-morbid mental health disorders from 40-60%, 67%, 70.8% and between 93.3% in HF-ASD and 100% in Aspergers.<sup>4 5 6 7</sup> Studies have shown that Asperger’s individuals are at even greater risk than HF-ASD for depressive disorders and ADHD, though both have high rates.<sup>8</sup> In fact, “those most at risk for co-morbidity of challenging behaviours and psychiatric illness are those with better cognitive and language skills, and Asperger individuals with co-morbidities outnumber HF-ASD individuals with co-morbidities.”<sup>9</sup> Clearly, this cohort is very prone to co-morbid conditions; an implementation of a program such as we are proposing can help the board support these students’ needs.

Youth diagnosed with Asperger’s are also at risk in multiple areas, besides mental health co-morbidities, including:

- “Poor school performance, attendance or drop-out
- Failure to transition successfully to post-secondary education
- Problems with the law and inappropriate behaviour
- Social isolation and development of unhealthy relationships
- Physical and emotional bullying and other forms of victimization
- Poor organizational and life skills
- Unemployment or under-employment”<sup>10</sup>

Supporting these youth must be a priority, as this cohort has difficulties in adulthood in terms of independent living and employment and the crucial ingredient for success is the appropriate supports early on. Professor Peter Szatmari (Chedoke Health Chair in Child Psychiatry at McMaster University) notes “Current supports are more important than childhood predictors, as there is little or no predictive ability for those with IQ>70.”<sup>11</sup> Implementing a program of this type will give the board a way to support the multiple areas of risk that these students present.

The needs of this cohort are not going away. Rates of ASD are increasing 10-17 percent annually<sup>12</sup> for numerous reasons from better diagnosing and awareness to increasing environmental triggers.<sup>13 14 15</sup> “There has been an increase in the percentage of children with AS/PDDNOS, resulting in an increasingly greater proportion of individuals with a typical IQ vs. ID (Intellectual Delay). As Canada has invested in early intervention in childhood, this will increase the IQ/Language profiles of those with ASD. However, early intervention is not sufficient to address the needs of young adults; predictors of childhood outcome are NOT the same predictors of adult outcome.”<sup>16</sup> A program, such as we are proposing, will allow the HWDSB to support this growing cohort.

AS & PDDNOS comprise the largest component of the ASD population<sup>17</sup> and are the target of this proposal. Other boards of similar size have implemented programs such as this with great success. We believe that in HWDSB we have the numbers to make this program viable. We are familiar with many parents and students at three elementary schools and two middle schools that feed in to one of the HWDSB West High School ARC high schools. Informally, we know of approximately 20 children between Grade 1 and Grade 8 among those three elementary and two middle schools that would benefit from this program supporting this type of higher functioning spectrum student (or, approximately, 2-3 children per grade across these schools). Assuming that these rates hold throughout the West Cluster (and the other two clusters), there would certainly be



enough students. The members of our delegation outside of this particular high school's bounds are in similar situations and can all report the same informal rates and needs. Add in students outside of the board, who are pursuing other school options, the population increases even further.

Currently, this cohort is under-served in our board. Many youth leave our system to attend private special needs schools, including: TALC Academy, Woodview Learning Centre, Wildwood Academy, The Pine School, Missing Links Academy, Colin Macdonald Community School and Chisholm Academy High School. Many others are enrolled in various independent and religious schools in the greater Hamilton region, as well as the greater Halton region. In addition, many other youth switch to the Hamilton-Wentworth Catholic District School Board, especially at the high school level. Many leave mainstream education completely and opt for homeschooling. By offering an appropriate program for these youth, the HWDSB would help to stop the attrition out of the board and potentially even reverse the flow.

Such a program would be in-line with the HWDSB's Core Commitments:<sup>18</sup>

- Vision - all students achieving their full potential
- Mission - Providing relevant, responsive education so that each student becomes a life-long learner and contributing citizen in a diverse world
- Values – Respect, Creativity, Excellence and Citizenship

Additionally the program would be in-line with the Special Education Department's commitment "to providing appropriate educational opportunities for improved student learning for all students"<sup>19</sup> and with the Board's endeavors "to meet the needs of all special education students in the most enabling environment, in accordance with parental preference."<sup>20</sup> This program also has the advantage of being proposed during the ARC process<sup>21</sup> and fits in perfectly with the Board's Learning for All: HWDS Program Strategy.

"Our Program Strategy is rethinking the way we offer programs and facilities, so that we can best meet the needs of each of our students in the 21st century. We want students to have choice, support and direction as they benefit from the knowledge and skills acquired from their educational program. We are restructuring what we offer, where we offer it and how we can help all students achieve their full potential. We know today's learners require new approaches, and that we must respond with engaging programs and safe, nurturing and innovative learning environments.

We envision 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."<sup>22</sup>

Specifically, this program would be accommodated under Tier 3 of the Board's Learning for All: HWDS Program Strategy, "Students with mental health, anxiety, and/or behavioural needs and students with socio-communication disorders."<sup>23</sup>

We wholeheartedly agree with Autism Ontario's statement in Autism Ontario's Education Policies 2007, but would like to highlight two specifically: #3, "Education for students with ASD includes not only programming for an academic curriculum, but also programming



to address the communication, social skills and behavioural challenges associated with ASD, while leveraging student strengths.”<sup>24</sup> And most significantly, #5, “Students with ASD have access to a range of placement options based on individualized student needs, regardless of geographical location. This will include all ranges from full inclusion to full segregation at all school boards.”<sup>25</sup> The program we’re advocating incorporates lessons from both the inclusion and segregation models.

Hamilton is fortunate to have many experts in relevant fields in our community at McMaster University, Chedoke Hospital, The Offord Centre for Child Studies and Mohawk College, Brock University and Woodview Mental Health and Autism Services; all of whom may be of consulted in setting up this program.

It is proposed that a trial paired program for the HWDSB be implemented in Cluster West in the 2012-2013 school year, with a simultaneous start for both the middle and high school programs. Quickly followed by expansion of a second academic, three year (middle school) and five year (high school) program pair in the next cluster. While, simultaneously, initiating a trial for a similar program pair for the applied, three year (middle school) and seven year (high school) program stream. Ultimately, the goal would be to offer, at least, two program pairs per cluster for youth of this nature; one pair per cluster for the academic stream, as well as another program pair for the applied stream. Following the PDSB model, housing the applied and the academic program at the same school may not be optimal. Where necessary, the youth may need to be bussed in. As per funding, we cannot comment on the direct cost per fiscal year, as we do not have that data. Perhaps, this data could be collected at the Board level from PDSB colleagues.

“The protective influence of a positive high school experience for these students cannot be underestimated. Teachers and school communities can play an essential role in recognizing and addressing not only the academic needs of these youth, but also their social and emotional needs. Attention to work skills and life skills are a vital aspect of the curriculum for this population and are thought to increase their resilience and adaption to adult life. We have witnessed the results of a positive high school experience that sets these youth on a positive course into adulthood, but unfortunately, this is not the experience for many.”<sup>26</sup> By creating a supportive and appropriate program for these youth is not only protective to their mental health and self-reliance skills, but it is crucial for this cohort’s future adulthood. Certainly, our delegation would be happy to assist in anyway possible.

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<sup>1</sup> Miller, Leanne, “Asperger’s syndrome: the invisible disability”, *Professionally Speaking: The Magazine of the Ontario College of Teachers*, Dec. 2002, <[http://professionallyspeaking.oct.ca/december\\_2002/aps.asp](http://professionallyspeaking.oct.ca/december_2002/aps.asp)>

<sup>2</sup> CAIRN, Canadian Autism Intervention Research Network, “Developmental Trajectories Among Children with Pervasive Developmental Disorders: Summary of Findings from a Follow-Up Study of Children with Autism and Asperger Disorders”, n.d., <[http://www.cairn-site.com/en/print/documents/articles/follow\\_print.html](http://www.cairn-site.com/en/print/documents/articles/follow_print.html)>

<sup>3</sup> Ibid.

<sup>4</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks),



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Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>

<sup>5</sup> Simonoff, E., Pickles, A.C., Chandler, S., Loucas, T., & Bird, G., (2008), Psychiatric disorders in children with autism spectrum disorders; prevalence, co-morbidity, and associated factors in a population-derived sample, *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 921-929.

<sup>6</sup> Ghaziuddin, M., Weidmer-Mikhail, E. & Ghaziuddin, N., (1998), Co-morbidity of Asperger Syndrome: A preliminary report, *Journal of Intellectual Disability Research*, 42, 279-283.

<sup>7</sup> Mukaddes, N.M., Herguner, S. & Tanidir, C., (2010), Psychiatric disorders in individuals with high-functioning autism and Asperger's disorder: similarities and differences, *World Journal of Biological Psychiatry*, 8, 964-971.

<sup>8</sup> Ibid.

<sup>9</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks), Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>

<sup>10</sup> Sotddart, K., PhD., High School Students with Asperger Syndrome: Are the Youth at Risk? *Autism Matters, A Publication of Autism Ontario, Fall 2009, vol. 6, no. 2, Page 22* <

[http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/\\$file/AM+Fall+2009.pdf](http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/$file/AM+Fall+2009.pdf)>

<sup>11</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks), Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>

<sup>12</sup> Autism Speaks, "What is Autism?: How Common is Autism, What Causes Autism, n.d., <<http://www.autismspeaks.org/whatisit/index.php>>

<sup>13</sup> Autism Speaks, "What is Autism?: How Common is Autism, What Causes Autism, n.d., <<http://www.autismspeaks.org/whatisit/index.php>>

<sup>14</sup> Hertz-Picciotto I., Delwiche L., (2009), The rise in autism and the role of age at diagnosis, *Epidemiology*, 2009 Jan;20(1):84-90.

<sup>15</sup> UC Davis Health System, "UC Davis M.I.N.D. Institute study shows California's autism increase not due to better counting, diagnosis", 2009, <[http://www.ucdmc.ucdavis.edu/welcome/features/20090218\\_autism\\_environment/](http://www.ucdmc.ucdavis.edu/welcome/features/20090218_autism_environment/)>

<sup>16</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks), Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>



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<sup>17</sup> Ibid.

<sup>18</sup> Hamilton-Wentworth District School Board, About us @ HWDSB, About HWDSB, n.d., <<http://www.hwdsb.on.ca/aboutus/>>

<sup>19</sup> Hamilton-Wentworth District School Board, Programs @ HWDSB, Special Education/Student Services, n.d., <<http://www.hwdsb.on.ca/programs/specialed/>>

<sup>20</sup> Ibid.

<sup>21</sup> Hamilton-Wentworth District School Board, Secondary Accommodation Review Committee, n.d., <<http://www.hwdsb.on.ca/arc/>>

<sup>22</sup> Hamilton-Wentworth District School Board, Staff @ HWDSB, Strategic Directions, Learning for All: HWDSB Program Strategy, n.d., <[http://www.hwdsb.on.ca/staff/strategic\\_directions/learning-for-all/](http://www.hwdsb.on.ca/staff/strategic_directions/learning-for-all/)>

<sup>23</sup> Hamilton-Wentworth District School Board, Learning for All: HWDSB Program Strategy, Page 17, n.d., <[http://www.hwdsb.on.ca/staff/strategic\\_directions/learning-for-all/documents/Program-Strategy.pdf](http://www.hwdsb.on.ca/staff/strategic_directions/learning-for-all/documents/Program-Strategy.pdf)>

<sup>24</sup> Autism Ontario, Educational Policies, Approved by the Board of Directors: January 2007, Global Education Vision for Autism Ontario, <[http://www.autismontario.com/Client/ASO/AO.nsf/object/Autism+Ontario+Education+Policies+2007/\\$file/Autism+Ontario+Education+Policies+2007.pdf](http://www.autismontario.com/Client/ASO/AO.nsf/object/Autism+Ontario+Education+Policies+2007/$file/Autism+Ontario+Education+Policies+2007.pdf)>

<sup>25</sup> Ibid.

<sup>26</sup> Sotddart, K., PhD., High School Students with Asperger Syndrome: Are the Youth at Risk? *Autism Matters, A Publication of Autism Ontario, Fall 2009, vol. 6, no. 2*, Page 22 <[http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/\\$file/AM+Fall+2009.pdf](http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/$file/AM+Fall+2009.pdf)>



**West ARC Proposal: Social Communications Classroom for Middle and High School  
Asperger Syndrome, NVLD and Similar Youth**

**May 31, 2011**

**Appendix: Delegation**

**S.B. - Parent of one HWDSB child, Grade 8 (Asperger's)**

Our son was diagnosed with Asperger's when he was seven and was also 16 weeks premature. He is doing well academically, but socially, he struggles. He has high anxiety and is sometimes withdrawn. Many of his friends are from the Woodview Manor Social Life and Skills groups (three times a month during the school year). Unfortunately, his peers live all over the city and go to middle and high schools all over as well. A program such as the one at the Peel District School Board would be amazing for my son. The idea of a peer group that could support him and his self-esteem would make all the difference for his high school experience. If the HWDSB were unable to provide a classroom where he would be supported, then we would have to investigate placing him with the HWCDSB or elsewhere where there are classroom and EA supports for him. We would prefer to keep him with the HWDSB where he already has connections with other students.

**S.D. - Parent of three children, two HWDSB Grade 1 (NVLD) and JK, as well as a future student**

A specialized ASD program would benefit my child in a huge way. Many of the issues that face children diagnosed with NVLD don't emerge until grade 3 in the school curriculum; however the neuropsychologist who diagnosed my child told us that the most important intervention for him is to work on spatial and social skills now. To this point, we have been unable to access any help for our child either in the community or through the school board. His paediatrician was so dismayed at the lack of support that he suggested we consider a Montessori school where he can get the instruction he needs now, rather than waiting until much larger issues develop. He is a child who developed NVLD as a result of high doses of chemotherapy. He has dealt with many, many health problems to this point in his life. Anything that can be done for him, or any other child requiring accommodation for that matter, to either help or avoid further problems, should be done.

**B.J. - Parent of two HWDSB youth, Grade 10 (HF-ASD) and Grade 12**

I have been hoping for a program that would meet more of my son's unique needs. It has been a struggle to get the programs and supports in place just to help him to realize his academic potential. Often this has meant private schooling and a host of extracurricular programs in the kindergarten through grade 8 years. Now that he is in a public secondary school all my efforts have been focused on having the academic needs met at the expense of social and extracurricular activities. What I like about the proposed program is that it offers an opportunity for HFA and Asperger kids to develop social skills and relationships in a stable, long term, accepting and nurturing environment. This would allow them opportunities to fully participate in the activities of high school, developing friendships that span the years, being part of clubs that promote their often unique



interests and coaching them in the volunteering and cooperative aspects of high school life in preparation for participation in the community.

Additionally, the program would help students identify the kinds of modifications and accommodations that could help them cope, such as extensions, rewrites and alternatives to written tests, which they could be coached to go to their teachers and request. This is good preparation for later studies in college where they will need the kind of independence and self-analysis they will only have if it is explicitly taught. This is also true for the 40 hours volunteering that is part of the expectations for graduation. The program could help them identify what kinds of volunteering they could do, help them set it up and coach them in the necessary skills to be successful.

Right now my son is doing fairly well academically but high school produces a lot of anxiety for him without the friendships that make the experience easier. He is only the second student with autism in the school and any of the modifications required have to be reinvented with each new teacher. If a school was dedicated to meeting the needs of a cohort of kids it would quickly develop the expertise required and the result would be a more well rounded individuals graduating with the skills necessary for a productive future.

**L.K. - Parent of 4, one with ADHD and NVLD, transferred out of HWDSB, attending TALC Academy**

When my ADHD son was diagnosed with NVLD in grade four, it became apparent that his elementary school could not effectively accommodate the recommendations in his IEP. The class sizes were simply too big and the resource staff stretched too thin. After taking 3 months off work and devoting ourselves to trying to make the HWDBS elementary school work for him, we decided to leave the board and enrolled our son in a private school in Burlington. With small class sizes, and teachers familiar with my son's unique learning needs he has thrived. We are fortunate to be able to afford both the financial commitment and time commitment needed to drive him to and from Burlington. Due to the ADHD he has some unusual social mannerisms, which left him open to bullying at HWDSB. Additionally, we had to pick him up from his old school on several occasions because his escalating anxiety in relation to schoolwork and/or other students would eventually result in an outburst. In private school, with its smaller population, every teacher is familiar with his emotional triggers and anxiety has never escalated to high levels. In a program such as the one proposed with its small class sizes and teachers familiar with ADHD/NVLD, I am confident he could be successful.

One disadvantage to attending a school so far from our home is that his school friends are too far away to easily make after school/weekend arrangements with. To attend a middle school and secondary program such as the proposed program, he would be able to successfully attend a school within his cluster, potentially with his neighbourhood friends.

There are three children at my son's private school from our immediate neighbourhood, so we are not alone in searching for a program that meets the needs of our special children. I am very excited about the prospect of the proposed program and support it wholeheartedly!



**S.L. - Parent of two HWDSB children, Grade 4 (HF-ASD/Aspergers) and Grade 1**

Our son was first diagnosed when he was two and a half years old. He does well academically. He has difficulties with handwriting, processing speed and organization. Socially, he has many difficulties, as wants to fit in and be accepted, but his classmates do not reciprocate. He is often rebuffed, ignored and taunted, which results in frustration and anxiety. We fear that, as puberty approaches all the negatives will become that much more pronounced in him (and the other children). Something must be done to support children like our son. It is the right of every child to receive not only an education, but also a safe and secure education.

**L.M. - Parent of two children in both boards, HWCDSB Grade 9 (ASD) and HWDSB Grade 8, the Grade 8 will be joining sibling at the HWCDSB next year**

My oldest is diagnosed with ASD features. Both of my children have been in the HWDSB since their JK year. Upon entering high school, the HWDSB did not offer support for my son, so we moved him to the Catholic Board. At the Catholic Board, my son is in the 'locally developed' classes for special needs students of all sorts. He is doing locally developed and applied level work. This is not exactly the student this proposal is written for as my son is doing more applied work, but I am fully in support of this proposal and would have liked a similar program for students such as my child.

**S.M. - Parent of two HWDSB children, Grade 4 (Asperger's) and JK**

My son would benefit greatly from a specialized program for ASD students. In addition to living with Asperger's, he suffers from anxiety. Large class sizes and transitions are extremely difficult for him. A smaller class size with greater one-to-one supports would provide him with the best environment for optimal learning. Staff trained in ASDs would also help to diminish the misunderstandings and frustration he faces with other students and staff who may not understand his condition. We are currently investigating private schooling for our son, as there are very few resources for us in the public system. We would be fully supportive and actively involved in a program that would meet his needs as a child with Asperger's.

**K.M. - Parent of two HWDSB children, Grade 7 and Grade 4 (ASD)**

My younger child is diagnosed with Autism Spectrum Disorder, and is considered fairly high functioning. He is currently in Grade 4, has classmates that are kind to him and with a lot of one to one support and accommodation of his sensory sensitivities, among other issues, he has been improving academically. We have hope that he will one day attend a post-secondary program but this depends of course, on his progress through middle and secondary school. Adolescence presents social challenges for most youth, but I am concerned that added to these for my child are significant social communication difficulties that could serve as potential barriers to his success in middle and high school. I ardently support this proposal for a program in the HWDSB that would support youth with social communication difficulties to realize their academic potential by providing a learning environment which accommodates their unique needs, including sensory integration difficulties, social communication curriculum, and other supports necessary to



optimize learning for these students. And a proposal that supports these students to connect with one another may help to allay the anxiety so often experienced by youth with Asperger's Syndrome and High-Functioning ASD. Furthermore, I wholeheartedly support a similar program for the applied stream.

**T.S. - Parent of three ASD youth who are currently attending Woodview Learning Centre, one in Grade 9, twins in Grade 8, all will be enrolled in the HWCDSB**

My eldest son attended the Woodview Learning Centre from Grade 6 through to Grade 9. He is extremely high functioning, bordering on Asperger's. He does not have that formal diagnosis, as he was diagnosed years ago and has had a great deal of intervention. He does well in his course work in most areas, particularly math and geography. When investigating an appropriate high school placement for him, but keeping in mind my slightly lower functioning twin boys, I investigated the HWDSB and found that there were more supports for my children in the HWCDSB. At the HWCDSB my son will attend one resource class a day, an 'organizational' class with youth with a host of issues. In this classroom, their schoolwork is supported. He also will have the support of at least one EA placed in every single class; at HWDSB he would have received no support at all. The HWCDSB program is not specifically designed for Asperger/NVLD/or similar disorders however at least their program is providing supports within the classrooms. Having a program that would support Asperger/NVLD/or similar disorders and their unique issues would have altered my decision as to where to send my children.

**C.V. - Parent of two HWCDSB children, including Grade 7 extremely HF-ASD child**

Our family has always been in the HWCDSB. However, if a program such as the one described in the submitted proposal was to exist in the HWDSB, we would seriously consider switching boards. These children need to be supported and a program like the Peel program has always been my dream for my child.

**D.W., Parent of two HWDSB students, Grade 12 (Asperger's) and Grade 10**

Our son attended multiple schools (private and independent) before high school to address his uneven skill development and academic abilities. This took a toll on him socially where he was always the new kid in the class or school. When Asperger's is your diagnosis "reaching out" to community is particularly difficult. We've realized "looking normal" can be a double-edged sword with judgments being made routinely about what you should be able to do in the social world. While I feel the academic piece in high school has been attended to mostly well, this has come at the expense of organized outside social support because of his homework load, as he learns and processes information differently than his peers.

Having a school program where staff and the environmental set-up recognize the different academic, social and medical needs of these students would be wonderful, so that they can learn that people interactions don't always have to be scary as they develop their confidence to navigate beyond home and the school walls. Explicit instruction in these social aspects and access to consistent staff with whom they have



developed positive relationships with would help these students to better manage their ongoing anxiety and stress, reducing the secondary mental health issues that have resulted with our son.

**K.W. - Parent of three HWCDSB children, Grade 5 (Asperger's), Grade 7 (Gifted) and Grade 2**

Our son was diagnosed with Asperger Syndrome at age 5, prompted by difficulty with social interaction in HWCDSB kindergarten. His teacher and the principal were very helpful in directing us toward resources. At the time of the diagnosis we considered a number of education alternatives, but chose to remain at HWCDSB because of the support we received from the board ASD resource and the school. Our child is now in Grade 5 and does very well academically with support and understanding from the school SERT, the classroom teacher and an EA shared with other students in the class.

While his social integration is improving, invitations to get together with friends outside of school are few and far between. I have no doubt that high school will present overwhelming challenges for him, as he is already an outsider in what I consider to be a reasonably supportive network. We have discussed sending our other children to the public board for high school, and I would prefer our son to be with his siblings. If the proposed program were available in the HWDSB, I would certainly contemplate switching all of our kids.



**West ARC Proposal:**

**Social Communications Classroom  
for Middle and High School Asperger  
Syndrome, NVLD and Similar Youth**

**May 31, 2011**



# Delegation

- **S.B.**, Parent of one HWDSB child, Grade 8 (Asperger's)
- **S.D.**, Parent of three children, two HWDSB Grade 1 (NVLD) and JK, as well as a future student
- **B.J.**, Parent of two HWDSB youth, Grade 10 (HF-ASD) and Grade 12
- **L.K.**, Parent of 4, one with ADHD and NVLD, transferred out of HWDSB attending TALC
- **S.L.**, Parent of two HWDSB children, Grade 4 (HF-ASD/Aspergers) and Grade 1
- **L.M.**, Parent of two children in both boards, HWCDSB Grade 9 (ASD) and HWDSB Grade 8, the Grade 8 will be joining sibling at the HWCDSB next year
- **S.M.**, Parent of two HWDSB children, Grade 4 (Asperger's) and JK
- **K.M.**, Parent of two HWDSB children, Grade 7 and Grade 4 (ASD)
- **T.S.**, Parent of three ASD youth who are currently attending Woodview Learning Centre, one in Grade 9, twins in Grade 8, all will be enrolled in the HWCDSB
- **C.V.**, Parent of two HWCDSB children, including Grade 7 extremely HF-ASD child
- **D.W.**, Parent of two HWDSB students, Grade 12 (Asperger's) and Grade 10
- **K.W.**, Parent of three HWCDSB children, Grade 5 (Aspergers), Grade 7 and Grade 2



# **A Social Communications Classroom for Middle and High School Asperger Syndrome, NVLD and Similar Youth**

Could possibly include (besides above):

- HF-ASD, PDD-NOS or similar conditions
- This program should not be restricted to official diagnoses, as many conditions are under-diagnosed



# Student Profile

- Grade level work and are university and/or college bound, including, possibly International Baccalaureate (IB) Diploma Program students
- Difficulties with social connections, social understanding and bullying
- Simultaneous anxiety, depression and/or other co-morbidities



# **Continuous Middle School and High School Paired Program**

- One pair per cluster
- Each middle school/high school pair in a natural neighbourhood progression to facilitate on-going relationships with neurotypical classmates.
- Pilot pair to be determined, given space allocations, staffing, potential population for classroom and other considerations.
- Currently, there is no specifically designed program for this cohort (to our knowledge)



# High School Program Design

- Five-year degree program, possibly at an International Baccalaureate (IB) Diploma Program High School
- Five years worth of students distributed among four classes
- Students take:
  - Three academic courses per term
  - One Social Communications Class per term
- 2 teacher and 4 child & youth workers/teaching assistants (4 classes a day and lunch)
- 6-8 students per class



# Middle School Program Design

- Three-year program at a neighbourhood school naturally leading to the paired high school
- Three years worth of students distributed among three classes
- One Social Communications Class
- Other academic courses
- 1 ½ teachers and 2 child & youth workers/teaching assistants (3 classes a day and lunch)
- 6-8 students per class



# Program Classroom Supports

- Academic Coursework
- A place for youth to discuss and expand whatever issue is at hand (e.g., sexuality, parents, teachers, employment, etc.)
- A place for lunch (if the cafeteria is too overwhelming) for all age groups
- A retreat, if need be, no matter which age group's class time.
- Resource for the academic course-load teachers



# **Models of Similar Programs Offering Various Degrees of Support**

- Peel District School Board (PDSB)
- Dufferin-Peel Catholic District School Board (DPCDSB)
- Thames Valley District School Board District School Board (TVDSB)
- Toronto District School Board (TDSB)
- Toronto Catholic District School Board (TCDSB)
- York Region District School Board (YRDSB)
- Hamilton-Wentworth Catholic District School Board (HWCDSB)



# **PDSB High “Transition Program” High School**

- 11 high schools
  - 5 Academic Stream Programs
  - 6 Applied Stream Programs
- Will be adding more schools
- 1 2/3 teachers and 4 child and youth workers/  
teaching assistants assigned to four age  
groups and the lunch period over the course  
of the day
- 6-8 students per class.



# **PDSB “Transition Program” Middle School**

- A number of classes throughout their region
- Will be adding more
- One teacher and two child and youth workers/  
teaching assistants
- 8 students per class
- Identified for this program in Grades 3 & 4



# Why a reduced course load?

- Learn and process information in a manner generally incompatible with the way it's usually presented in class
- Lack general high-level thinking and problem-solving skills and have difficulty with recall related to problem solving.
- Reduced load allows integration with other students at the academic level
- Communications class offers extra help through re-teaching, breaking down assignments into manageable pieces, having deadlines extended and having access to computers or scribes
- Maturity level is 2/3 of their chronological age
- Homework is difficult and bringing the day's stressors home makes family life difficult



# Benefits of the PDSB Program

- Friendships are developed (reinforcing academic success)
- Students spend 35% of time in classroom, preparing for and reinforcing what will be taught (reducing anxiety)
- Learn social skills (e.g., dealing with obstacles or interacting with other children)
- Kids are succeeding and enjoying school



# PDSB Flexibility and Balance

Richard Hales, head of the Peel District School Board's innovative program (2002):

“The key to their success is ensuring the maximum **flexibility** for students who tend to be rigidly inflexible. For many teachers, this has required a significant paradigm shift, but this is the foundation of the program and it's working.”

“It **balances** mainstream integration with intensive smaller group support, and this has allowed students to achieve academic success while reducing stress and anxiety.”



# Mental Health Co-morbidities

- “Some children develop depression and anxiety as they get older, possibly because they start to understand that they are being teased or rejected. Anxiety tends to be more long lasting than depression.” (CAIRN, Canadian Autism Intervention Research Network )
- “It appears that those who present with psychiatric disorders are the children who have better communication skills, specifically language comprehension. It seems that the better the language, the more likely the teenager will experience an anxiety disorder or depression. It could be because children with better language have a better understanding of social-emotional situations and this greater insight leads to depression.” (CAIRN)
- Studies within the last fifteen years report rates of co-morbid mental health disorders from 40-60%, 67%, 70.8% and between 93.3% in HF-ASD and 100% in Aspergers. (Szatmari, Simonoff et al, Ghaziuddin et al, Mukaddes et al)
- “Those most at risk for co-morbidity of challenging behaviours and psychiatric illness are those with better cognitive and language skills, and Asperger individuals with co-morbidities outnumber HF-ASD individuals with co-morbidities.” (Mukaddes et al)



# Risk in multiple areas

- Poor school performance, attendance or drop-out
  - Failure to transition successfully to post-secondary education
  - Problems with the law and inappropriate behaviour
  - Social isolation
  - development of unhealthy relationships
  - Physical and emotional bullying and other forms of victimization
  - Poor organizational and life skills
  - Unemployment or under-employment
- (Sotddart)



# Difficulties in Adulthood

- Independent living and employment.
- Unemployment rate 95% (Autism Speaks)
- “Current supports are more important than childhood predictors, as there is little or no predictive ability for those with IQ>70.” (Szatmari)
- Implementing a program of this type will give the board a way to support the multiple areas of risk that these students present



# Rates of ASD

- Rates of ASD are increasing 10-17 percent annually for numerous reasons
  - From better diagnosing and awareness
  - To increasing environmental triggers
- (Hertz-Picciotto et al, UC Davis Health System, Autism Speaks)



# Aspergers and PDDNOS

- There has been an increase in the percentage of children with AS/PDDNOS, resulting in an increasingly greater proportion of individuals with a typical IQ vs. ID (Intellectual Delay)
- As Canada has invested in early intervention in childhood, this will increase the IQ/Language profiles of those with ASD
- AS & PDDNOS comprise the largest component of the ASD population
- Early intervention is not sufficient to address the needs of young adults; predictors of childhood outcome are NOT the same predictors of adult outcome (Szatmari)



## Population

- We believe that in HWDSB we have the numbers to make this program viable
- Nine of the twelve in our delegation live within the bounds of the West ARC/Cluster
- Informally, we know of approximately 20 children between Grades 1 and 8 (in the bounds of one high school/two middle schools/three elementary schools); Approximately, 2-3 per grade over these specific schools
- The other three members of our delegation report the same informal rates and needs in their neighbourhood schools
- Add in students from private schools, potential gains from the Catholic system, as well as, the homeschooling population



# Leaving our Board

- Seven special needs schools (between Hamilton and Oakville)
- Various independent and religious schools in the greater Hamilton and Halton region
- Many switch to the Catholic Board, especially at the High School level
- Many leave mainstream education completely and opt for homeschooling



# **HWDSB's Core Commitments**

- Vision - all students achieving their full potential
- Mission - Providing relevant, responsive education so that each student becomes a lifelong learner and contributing citizen in a diverse world
- Values – Respect, Creativity, Excellence and Citizenship



# Special Education Commitment

- “to providing appropriate educational opportunities for improved student learning for all students”
- “to meet the needs of all special education students in the most enabling environment, in accordance with parental preference.”



# ARC Process/Learning for All:

## HWDSB Program Strategy

- “Our Program Strategy is rethinking the way we offer programs and facilities, so that we can best meet the needs of each of our students in the 21st century. We want students to have choice, support and direction as they benefit from the knowledge and skills acquired from their educational program. We are restructuring what we offer, where we offer it and how we can help all students achieve their full potential. We know today’s learners require new approaches, and that we must respond with engaging programs and safe, nurturing and innovative learning environments.
- We envision 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.”



# **Learning for All: HWDS Program Strategy**

## **Tier 3**

- Students with mental health, anxiety, and/or behavioural needs
- Students with socio-communication disorders



## **Autism Ontario's Education Policies (2007)**

- #3, “Education for students with ASD includes not only programming for an academic curriculum, but also programming to address the communication, social skills and behavioural challenges associated with ASD, while leveraging student strengths.”
- #5, “Students with ASD have access to a range of placement options based on individualized student needs, regardless of geographical location. This will include all ranges from full inclusion to full segregation at all school boards.



# Autism Researchers & Professionals

- McMaster University
- Chedoke Hospital
- The Offord Centre for Child Studies
- Mohawk College
- Brock University
- Woodview Mental Health and Autism Services



# Proposal Details

- Trial academic program in Cluster West in the 2012-2013 school year with a simultaneous start for both the middle school and high school programs
- Quickly, followed by expansion (simultaneously):
  - to the next cluster for a second academic program pair, three year (middle school) and five year (high school)
  - trial for applied stream program pair, three year (middle school) and seven year (high school)
- With the ultimate goal of (a minimum) of two pairs per cluster (serving both the academic and applied streams)
- Bussing where needed be
- Funding, we cannot comment on the direct cost per fiscal year, as we do not have that data.



# Conclusion

“The protective influence of a positive high school experience for these students cannot be underestimated. Teachers and school communities can play an essential role in recognizing and addressing not only the academic needs of these youth, but also their social and emotional needs. Attention to work skills and life skills are a vital aspect of the curriculum for this population and are thought to increase their resilience and adaptation to adult life. We have witnessed the results of a positive high school experience that sets these youth on a positive course into adulthood, but unfortunately, this is not the experience for many.”  
(Sotddart)



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**West ARC Proposal: Social Communications Classroom for Middle and High School  
Asperger Syndrome, NVLD and Similar Youth**

**May 31, 2011**

We are proposing to establish a Hamilton-Wentworth District School Board (HWDSB) Social Communications Program for youth with complex needs which could include Aspergers Syndrome, Non-Verbal Learning Disorder (NVLD), High Functioning Autism Spectrum Disorder (HF-ASD) or similar conditions, but who are doing grade level work and are university and/or college bound. Many of these youth simultaneously face issues with anxiety and depression. Furthermore, some of these youth may also have ADHD, OCD, Tourette's, Sensory Issues, whether formally diagnosed or not, which would make the social, academic and emotional factors of high school life increasingly difficult to deal with. This program should not be restricted to official diagnoses, as Aspergers Syndrome, High Functioning Autism Spectrum Disorder, Pervasive Development Disorder and Non Verbal Learning Disorder are all under-diagnosed for numerous reasons.

We are proposing that the HWDSB implement a three year middle-school and a five-year high school for this cohort of youth. In both programs, the model would involve the students generally taking three academic courses each term plus a Social Communications Class. The program would be designed to be a continuous middle school and high school paired program; one pair for each of the three HWDSB clusters, including Cluster West. It is important the paired program be housed in natural neighbourhood-progression schools to facilitate on-going relationships with neurotypical classmates. The HWDSB may wish to begin with a pilot version of the program in a pair-location to be determined, given space allocations, staffing, high needs and other considerations. Possibly, the program could be placed at an International Baccalaureate (IB) Diploma Program school. Currently, there is no specifically designed program for this cohort. We are only aware of programs for moderate and lower functioning Autism youth and like conditions.

Ultimately, the program would have 6-8 students in each class from Grade 6-8 in middle school, as well as in years 1-5 of the high school program. To staff the program at the middle school level, the program would need one and a half teachers plus two child and youth workers/teaching assistants (for Grade 6-9 combined). At the middle school level, the class would teach the students' core subjects, as well as support the students' social communication needs. At the high school level, we propose two teachers and four child and youth workers/teaching assistants (for years 1-5 of the high school cohort combined). This class would support all academic course work, as well as the students' social communication needs.

For each age group, the social communication classroom period acts as a place and time where the youth may discuss and expand whatever they need to discuss/digest that day or week (e.g., sexuality, dating, parents, employment); or, if there is no pressing need, the teacher and child and youth workers/teaching assistants can provide the extra support and skill learning to achieve success in their coursework. If the students choose not to eat in the cafeteria, they are free to eat in their physical classroom (all four age groupings). Additionally, the classroom could be used as a space where a student from one age group could retreat if need be during the day; even if it is a different age



group's class time. Furthermore, the teacher and child and youth workers/teaching assistants are there as a resource for the academic course-load teachers.

Models of this program already exist in multiple boards in Ontario offering varying degrees of support. Models, that we are aware of, include:

- Peel District School Board (PDSB)
- Dufferin-Peel Catholic District School Board (DPCDSB)
- Thames Valley District School Board District School Board (TVDSB)
- Toronto District School Board (TDSB)
- Toronto Catholic District School Board (TCDSB)
- York Region District School Board (YRDSB)
- Hamilton-Wentworth Catholic District School Board (HWCDSB)

The "Transition Program" offered at the PDSB most closely mirrors what we are proposing. At the high school level, currently eleven high schools offer programs for this cohort and they are looking to add more. Five of these schools are for youth who are hoping to go on to university while the other six are for less academically inclined youth. Both types of high school programs have 1 ½ teachers and four child and youth workers/teaching assistants assigned to four age groups and the lunch period over the course of the day. As an illustration, Streetsville Secondary School (academic stream) has 20 students total this year and in the past has had up to 28. Both the academic stream and the applied stream allow for flexibility for some youth to stay up to 21 years of age, as there may be a cohort within the group whose anxiety is too high for them to carry a three classes per year academic/applied/apprentice course-load. Students enrolled in the more academic stream typically complete their requirements in five years.

At the PDSB middle school level, they offer all sorts of placements, but specifically for this cohort: they offer a number of classes throughout their region where they have one teacher and two child and youth workers/teaching assistants for 8 youth.

Below, is a description of some of the ways in which the PDSB "Transitions" program operates.

Peel District School Board's High School and Middle School Transition Program  
(created in 1999)

"Because AS students learn and process information in a manner generally incompatible with the way it's usually presented in class, they need a reduced course load. AS students tend to lack general high-level thinking and problem-solving skills and have difficulty with recall related to problem solving.

The reduced load lets them spend time in the integrated classroom to interact with other students and learn the regular curriculum, often at the academic level. It also lets them return to the home-base class to get extra help through re-teaching, breaking down assignments into manageable pieces, having deadlines extended and having access to computers or scribes.

Wherever possible, efforts are made to match AS students with teachers who have a teaching style and personality that supports their learning style. Another benefit of a reduced course load is that the maturity level of these students is about two-thirds of their chronological age, so it makes little sense to rush them through high school.



Homework is often a major problem. School is already stressful, and if they take the stress from school home with them as homework, their family life can become even more difficult. AS students need time during the day to do homework.

Perhaps the biggest benefit of the Peel program is that these kids are succeeding and even enjoying school, many for the first time, and they are doing so in a traditionally inflexible learning environment-the local high school. According to Richard Hales, head of the Peel District School Board's innovative Asperger's program, the key to their success is ensuring the "maximum flexibility for students who tend to be rigidly inflexible. For many teachers, this has required a significant paradigm shift, but this is the foundation of the program and it's working."

The Middle School Transition Program at David Leeder Middle School in Mississauga follows the same approach as the secondary school program and focuses on preparing the AS students academically and socially for the transition from elementary to secondary school.

The contained class of eight students, taught by one teacher with two teaching assistants, works on priming the children for the work, routine and stresses of the regular classroom. Students spend about 35 per cent of their time here each day, preparing for what they will learn in their classes, which helps reduce their anxiety. They also learn social skills, like sharing, dealing with obstacles and interacting with other children, both in the classroom and on the playground. They are excused from gym classes, as open spaces cause tremendous anxiety.

According to Hales, putting the AS students in one location has allowed a peer group to develop. The students in the Peel program, who were socially marginalized in their previous schools, have also gradually developed friendships with mainstream students. For some AS students, it's the first time in a long time they have been invited to parties (the invitations tend to stop coming early in the elementary years). These friendships also reinforce their academic success, as the students are more eager to attend school so they can have fun with their friends. Hales says, "The increased enjoyment of the overall school experience has resulted in reduced levels of stress and anxiety, fewer meltdowns and a more relaxed approach to academic tasks."

Hales views students with AS from several perspectives. He has a 13-year-old son with Asperger's in another board, and as the pervasive development disorder (PDD)/autism itinerant in Peel, he can compare the progress of students in the Peel Region transition programs with that of AS students in various other settings. He says, "I can say with confidence that the approach taken in the Peel program is the best. It balances mainstream integration with intensive smaller group support, and this has allowed students to achieve academic success while reducing stress and anxiety." <sup>1</sup>

This cohort of youth is susceptible to a number of mental health co-morbidities and a program as described above would generally be more able to support these youth than full inclusion with little or no direct support. "Some children develop depression and anxiety as they get older, possibly because they start to understand that they are being teased or rejected. Anxiety tends to be more long lasting than depression."<sup>2</sup> "It appears that those who present with psychiatric disorders are the children who have better communication skills, specifically language comprehension. It seems that the better the language, the more likely the teenager will experience an anxiety disorder or depression. It could be because children with better language have a better understanding of social-



emotional situations and this greater insight leads to depression.”<sup>3</sup> Studies within the last fifteen years report rates of co-morbid mental health disorders from 40-60%, 67%, 70.8% and between 93.3% in HF-ASD and 100% in Aspergers.<sup>4 5 6 7</sup> Studies have shown that Asperger’s individuals are at even greater risk than HF-ASD for depressive disorders and ADHD, though both have high rates.<sup>8</sup> In fact, “those most at risk for co-morbidity of challenging behaviours and psychiatric illness are those with better cognitive and language skills, and Asperger individuals with co-morbidities outnumber HF-ASD individuals with co-morbidities.”<sup>9</sup> Clearly, this cohort is very prone to co-morbid conditions; an implementation of a program such as we are proposing can help the board support these students’ needs.

Youth diagnosed with Asperger’s are also at risk in multiple areas, besides mental health co-morbidities, including:

- “Poor school performance, attendance or drop-out
- Failure to transition successfully to post-secondary education
- Problems with the law and inappropriate behaviour
- Social isolation and development of unhealthy relationships
- Physical and emotional bullying and other forms of victimization
- Poor organizational and life skills
- Unemployment or under-employment”<sup>10</sup>

Supporting these youth must be a priority, as this cohort has difficulties in adulthood in terms of independent living and employment and the crucial ingredient for success is the appropriate supports early on. Professor Peter Szatmari (Chedoke Health Chair in Child Psychiatry at McMaster University) notes “Current supports are more important than childhood predictors, as there is little or no predictive ability for those with IQ>70.”<sup>11</sup> Implementing a program of this type will give the board a way to support the multiple areas of risk that these students present.

The needs of this cohort are not going away. Rates of ASD are increasing 10-17 percent annually<sup>12</sup> for numerous reasons from better diagnosing and awareness to increasing environmental triggers.<sup>13 14 15</sup> “There has been an increase in the percentage of children with AS/PDDNOS, resulting in an increasingly greater proportion of individuals with a typical IQ vs. ID (Intellectual Delay). As Canada has invested in early intervention in childhood, this will increase the IQ/Language profiles of those with ASD. However, early intervention is not sufficient to address the needs of young adults; predictors of childhood outcome are NOT the same predictors of adult outcome.”<sup>16</sup> A program, such as we are proposing, will allow the HWDSB to support this growing cohort.

AS & PDDNOS comprise the largest component of the ASD population<sup>17</sup> and are the target of this proposal. Other boards of similar size have implemented programs such as this with great success. We believe that in HWDSB we have the numbers to make this program viable. We are familiar with many parents and students at three elementary schools and two middle schools that feed in to one of the HWDSB West High School ARC high schools. Informally, we know of approximately 20 children between Grade 1 and Grade 8 among those three elementary and two middle schools that would benefit from this program supporting this type of higher functioning spectrum student (or, approximately, 2-3 children per grade across these schools). Assuming that these rates hold throughout the West Cluster (and the other two clusters), there would certainly be



enough students. The members of our delegation outside of this particular high school's bounds are in similar situations and can all report the same informal rates and needs. Add in students outside of the board, who are pursuing other school options, the population increases even further.

Currently, this cohort is under-served in our board. Many youth leave our system to attend private special needs schools, including: TALC Academy, Woodview Learning Centre, Wildwood Academy, The Pine School, Missing Links Academy, Colin Macdonald Community School and Chisholm Academy High School. Many others are enrolled in various independent and religious schools in the greater Hamilton region, as well as the greater Halton region. In addition, many other youth switch to the Hamilton-Wentworth Catholic District School Board, especially at the high school level. Many leave mainstream education completely and opt for homeschooling. By offering an appropriate program for these youth, the HWDSB would help to stop the attrition out of the board and potentially even reverse the flow.

Such a program would be in-line with the HWDSB's Core Commitments:<sup>18</sup>

- Vision - all students achieving their full potential
- Mission - Providing relevant, responsive education so that each student becomes a life-long learner and contributing citizen in a diverse world
- Values – Respect, Creativity, Excellence and Citizenship

Additionally the program would be in-line with the Special Education Department's commitment "to providing appropriate educational opportunities for improved student learning for all students"<sup>19</sup> and with the Board's endeavors "to meet the needs of all special education students in the most enabling environment, in accordance with parental preference."<sup>20</sup> This program also has the advantage of being proposed during the ARC process<sup>21</sup> and fits in perfectly with the Board's Learning for All: HWDS Program Strategy.

"Our Program Strategy is rethinking the way we offer programs and facilities, so that we can best meet the needs of each of our students in the 21st century. We want students to have choice, support and direction as they benefit from the knowledge and skills acquired from their educational program. We are restructuring what we offer, where we offer it and how we can help all students achieve their full potential. We know today's learners require new approaches, and that we must respond with engaging programs and safe, nurturing and innovative learning environments.

We envision 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."<sup>22</sup>

Specifically, this program would be accommodated under Tier 3 of the Board's Learning for All: HWDS Program Strategy, "Students with mental health, anxiety, and/or behavioural needs and students with socio-communication disorders."<sup>23</sup>

We wholeheartedly agree with Autism Ontario's statement in Autism Ontario's Education Policies 2007, but would like to highlight two specifically: #3, "Education for students with ASD includes not only programming for an academic curriculum, but also programming



to address the communication, social skills and behavioural challenges associated with ASD, while leveraging student strengths.”<sup>24</sup> And most significantly, #5, “Students with ASD have access to a range of placement options based on individualized student needs, regardless of geographical location. This will include all ranges from full inclusion to full segregation at all school boards.”<sup>25</sup> The program we’re advocating incorporates lessons from both the inclusion and segregation models.

Hamilton is fortunate to have many experts in relevant fields in our community at McMaster University, Chedoke Hospital, The Offord Centre for Child Studies and Mohawk College, Brock University and Woodview Mental Health and Autism Services; all of whom may be of consulted in setting up this program.

It is proposed that a trial paired program for the HWDSB be implemented in Cluster West in the 2012-2013 school year, with a simultaneous start for both the middle and high school programs. Quickly followed by expansion of a second academic, three year (middle school) and five year (high school) program pair in the next cluster. While, simultaneously, initiating a trial for a similar program pair for the applied, three year (middle school) and seven year (high school) program stream. Ultimately, the goal would be to offer, at least, two program pairs per cluster for youth of this nature; one pair per cluster for the academic stream, as well as another program pair for the applied stream. Following the PDSB model, housing the applied and the academic program at the same school may not be optimal. Where necessary, the youth may need to be bussed in. As per funding, we cannot comment on the direct cost per fiscal year, as we do not have that data. Perhaps, this data could be collected at the Board level from PDSB colleagues.

“The protective influence of a positive high school experience for these students cannot be underestimated. Teachers and school communities can play an essential role in recognizing and addressing not only the academic needs of these youth, but also their social and emotional needs. Attention to work skills and life skills are a vital aspect of the curriculum for this population and are thought to increase their resilience and adaption to adult life. We have witnessed the results of a positive high school experience that sets these youth on a positive course into adulthood, but unfortunately, this is not the experience for many.”<sup>26</sup> By creating a supportive and appropriate program for these youth is not only protective to their mental health and self-reliance skills, but it is crucial for this cohort’s future adulthood. Certainly, our delegation would be happy to assist in anyway possible.

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<sup>1</sup> Miller, Leanne, “Asperger’s syndrome: the invisible disability”, *Professionally Speaking: The Magazine of the Ontario College of Teachers*, Dec. 2002, <[http://professionallyspeaking.oct.ca/december\\_2002/aps.asp](http://professionallyspeaking.oct.ca/december_2002/aps.asp)>

<sup>2</sup> CAIRN, Canadian Autism Intervention Research Network, “Developmental Trajectories Among Children with Pervasive Developmental Disorders: Summary of Findings from a Follow-Up Study of Children with Autism and Asperger Disorders”, n.d., <[http://www.cairn-site.com/en/print/documents/articles/follow\\_print.html](http://www.cairn-site.com/en/print/documents/articles/follow_print.html)>

<sup>3</sup> Ibid.

<sup>4</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks),



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Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>

<sup>5</sup> Simonoff, E., Pickles, A.C., Chandler, S., Loucas, T., & Bird, G., (2008), Psychiatric disorders in children with autism spectrum disorders; prevalence, co-morbidity, and associated factors in a population-derived sample, *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 921-929.

<sup>6</sup> Ghaziuddin, M., Weidmer-Mikhail, E. & Ghaziuddin, N., (1998), Co-morbidity of Asperger Syndrome: A preliminary report, *Journal of Intellectual Disability Research*, 42, 279-283.

<sup>7</sup> Mukaddes, N.M., Herguner, S. & Tanidir, C., (2010), Psychiatric disorders in individuals with high-functioning autism and Asperger's disorder: similarities and differences, *World Journal of Biological Psychiatry*, 8, 964-971.

<sup>8</sup> Ibid.

<sup>9</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks), Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>

<sup>10</sup> Sotddart, K., PhD., High School Students with Asperger Syndrome: Are the Youth at Risk? *Autism Matters, A Publication of Autism Ontario, Fall 2009, vol. 6, no. 2, Page 22* <

[http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/\\$file/AM+Fall+2009.pdf](http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/$file/AM+Fall+2009.pdf)>

<sup>11</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks), Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>

<sup>12</sup> Autism Speaks, "What is Autism?: How Common is Autism, What Causes Autism, n.d., <<http://www.autismspeaks.org/whatisit/index.php>>

<sup>13</sup> Autism Speaks, "What is Autism?: How Common is Autism, What Causes Autism, n.d., <<http://www.autismspeaks.org/whatisit/index.php>>

<sup>14</sup> Hertz-Picciotto I., Delwiche L., (2009), The rise in autism and the role of age at diagnosis, *Epidemiology*, 2009 Jan;20(1):84-90.

<sup>15</sup> UC Davis Health System, "UC Davis M.I.N.D. Institute study shows California's autism increase not due to better counting, diagnosis", 2009, <[http://www.ucdmc.ucdavis.edu/welcome/features/20090218\\_autism\\_environment/](http://www.ucdmc.ucdavis.edu/welcome/features/20090218_autism_environment/)>

<sup>16</sup> Szatmari, P., Stages of Autism: Adolescence & Beyond, 3<sup>rd</sup> Biennial Conference, (April 20, 2010, 2:40 pm – 3:40 pm Special Presentation & Closing remarks), Variation in the Outcome of ASD; Implications for Public Policy

<<http://www.woodview.ca/wp-content/uploads/Special-Presentation-Dr.-Peter-Szatmari.pdf>>



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<sup>17</sup> Ibid.

<sup>18</sup> Hamilton-Wentworth District School Board, About us @ HWDSB, About HWDSB, n.d., <<http://www.hwdsb.on.ca/aboutus/>>

<sup>19</sup> Hamilton-Wentworth District School Board, Programs @ HWDSB, Special Education/Student Services, n.d., <<http://www.hwdsb.on.ca/programs/special/>>

<sup>20</sup> Ibid.

<sup>21</sup> Hamilton-Wentworth District School Board, Secondary Accommodation Review Committee, n.d., <<http://www.hwdsb.on.ca/arc/>>

<sup>22</sup> Hamilton-Wentworth District School Board, Staff @ HWDSB, Strategic Directions, Learning for All: HWDSB Program Strategy, n.d., <[http://www.hwdsb.on.ca/staff/strategic\\_directions/learning-for-all/](http://www.hwdsb.on.ca/staff/strategic_directions/learning-for-all/)>

<sup>23</sup> Hamilton-Wentworth District School Board, Learning for All: HWDSB Program Strategy, Page 17, n.d., <[http://www.hwdsb.on.ca/staff/strategic\\_directions/learning-for-all/documents/Program-Strategy.pdf](http://www.hwdsb.on.ca/staff/strategic_directions/learning-for-all/documents/Program-Strategy.pdf)>

<sup>24</sup> Autism Ontario, Educational Policies, Approved by the Board of Directors: January 2007, Global Education Vision for Autism Ontario, <[http://www.autismontario.com/Client/ASO/AO.nsf/object/Autism+Ontario+Education+Policies+2007/\\$file/Autism+Ontario+Education+Policies+2007.pdf](http://www.autismontario.com/Client/ASO/AO.nsf/object/Autism+Ontario+Education+Policies+2007/$file/Autism+Ontario+Education+Policies+2007.pdf)>

<sup>25</sup> Ibid.

<sup>26</sup> Sotddart, K., PhD., High School Students with Asperger Syndrome: Are the Youth at Risk? *Autism Matters, A Publication of Autism Ontario, Fall 2009, vol. 6, no. 2*, Page 22 <[http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/\\$file/AM+Fall+2009.pdf](http://www.autismontario.com/Client/ASO/AO.nsf/object/AM+Fall+2009/$file/AM+Fall+2009.pdf)>



A	CONSTRUCTION	STATUS QUO	HWDSB Staff Recommendation	ARC Concept OPTION # 1	ARC Concept OPTION # 2	ARC Concept OPTION # 3	ARC Concept OPTION # 4
	New School Construction or Addition at existing schools	\$ -	\$ -	\$ 32,513,395	\$ 32,513,395	\$ 32,513,395	\$ 32,513,395
	Addition /renovations at existing schools (not program) (6)	\$ 250,000	\$ -	\$ 250,000	\$ 250,000	\$ -	\$ -
	Moving and set up costs	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
	Land	\$ -	\$ -	\$ 6,000,000	\$ 6,000,000	\$ -	\$ -
	Demolition	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000	\$ 2,500,000
	Parkland dedication	\$ -	\$ -	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
	ESTIMATED TOTAL FOR CONSTRUCTION	\$ 250,000	\$ 50,000.00	\$ 39,113,395.00	\$ 39,113,395	\$ 35,863,395	\$ 35,363,395
B	ESTIMATED TOTAL FOR PROGRAM (1)	\$ 5,125,000	\$ 3,650,000	\$ 2,550,000	\$ 3,600,000	\$ 2,700,000	\$ 1,650,000
	SUBTOTAL	\$ 5,375,000	\$ 3,700,000	\$ 41,663,395	\$ 42,713,395	\$ 38,563,395	\$ 37,013,395
C	UPGRADES						
	Accessibility to Current	\$ 1,450,000	\$ 400,000	\$ 700,000	\$ 600,000	\$ 300,000	\$ 300,000
1	Ontario Building Code (2)	\$ 6,825,000	\$ 4,100,000	\$ 42,363,395	\$ 43,313,395	\$ 38,863,395	\$ 37,313,395
2	Mechanical & Electrical upgrades for air conditioning (3)	\$ 7,759,416	\$ 5,613,000	\$ 4,974,416	\$ 6,409,416	\$ 5,413,000	\$ 3,978,000
	SUBTOTAL	\$ 14,584,416	\$ 9,713,000	\$ 47,337,811	\$ 49,722,811	\$ 44,276,395	\$ 41,291,395
3	Estimated renewal costs to meet student objectives and asbestos(not program) (4)	\$ 23,073,120	\$ 15,688,152	\$ 13,509,931	\$ 10,420,167	\$ 8,577,226	\$ 11,666,990
	SUBTOTAL	\$ 37,657,536	\$ 25,401,152	\$ 60,847,742	\$ 60,142,978	\$ 52,853,621	\$ 52,958,385
4	Remaining Renewal(not identified as critical) (5)	\$ 32,093,546	\$ 20,954,738	\$ 17,351,389	\$ 14,889,215	\$ 12,590,097	\$ 15,052,271
	ESTIMATED TOTAL ALL SECTIONS	\$ 69,751,082	\$ 46,355,890	\$ 78,199,131	\$ 75,032,193	\$ 65,443,718	\$ 68,010,656
D	Less Potential Ministry of Education Capital Funding(Subject to Ministry of Education approval)	\$ -	\$ -	\$ 32,513,395	\$ 32,513,395	\$ 32,513,395	\$ 32,513,395
	BALANCE	\$ 69,751,082	\$ 46,355,890	\$ 45,685,736	\$ 42,518,798	\$ 32,930,323	\$ 35,497,261
E	Less estimated proceeds of disposition	\$ -	\$ 4,567,000	\$ 6,785,000	\$ 7,907,000	\$ 4,567,000	\$ 4,567,000
	BALANCE TO FUND	\$ 69,751,082	\$ 41,788,890	\$ 38,900,736	\$ 34,611,798	\$ 28,363,323	\$ 30,930,261
F	Potential Non Capital Funding Sources						
	Estimated Administration savings to be applied to Program upgrades	\$ -	TBD	TBD	TBD	TBD	TBD
	Estimated Operational savings to be applied to long term financing	\$ -	TBD	TBD	TBD	TBD	TBD

NOTES:

- (1) Estimated cost to construct or renovate existing schools to meet relocated program requirements for 2011/2012 SHSM or POC Program Strategy. It does NOT include renovations to existing specialty program areas.
- (2) Upgrades to meet Current Ontario Building Code and not Accessible Built Environment Standards
- (3) Estimate to provide air conditioning and required electrical upgrades in remaining schools. This has not been included in original backlog.
- (4) Current renewal backlog to complete critical items (close school) plus asbestos abatement.
- (5) Remaining Renewal backlog not identified as critical.
- (6) Install services to school. Currently serviced from King George.

HWDSB Staff Recommendation: Close Delta and Parkview - relocate students to existing

ARC Concept Option #1: Close Delta, Sir Winston Churchill and construct a new 1,250pp school (on new site)

ARC Concept Option #2: Close Delta, Sir John A. Macdonald and construct a new 1,250pp school (on new site)

ARC Concept Option #3: Close Delta, Parkview, Sir John A. Macdonald and construct a new 1,250pp school (on one of the existing sites) with wing for Parkview (SJA)

ARC Concept Option #4: Close Delta, Parkview, Sir Winston Churchill and construct a new 1,250pp school (on one of the existing sites) with wing for Parkview (SWC)



## **North Secondary Accommodation Review**

### **Summary of Accommodation Options**

**Prepared by**  
**Accommodation & Planning**



Appendix J-6  
North Secondary Accommodation Review: Staff Recommendation and ARC Concept Option Summary

	Delta	Glendale	Orchard Park	Parkview	Sir John A. Macdonald	Sir Winston Churchill	New Secondary
Status Quo	No Change	No Change	No Change	No Change	No Change	No Change	n/a
HWDSB Staff Recommendation	Close	Receives Parkview IC students	Receives Parkview IC students	Close	Receives Delta associate schools Receives IC Parkview students	Receives Parkview IC students	n/a
ARC Concept Option 1	Close	No Change	No Change	No Change	Receives select Delta associate schools (Memorial (City), POW, Adelaide Hoodless)	Close	Receives SWC associate schools, Receives select Delta associate schools (Queen Mary)
ARC Concept Option 2	Close	No Change	No Change	No Change	Close	Receives select Delta associate schools (Queen Mary)	Receives SJAM associate schools, Receives select Delta associate schools (Memorial (City), POW, Adelaide Hoodless)
ARC Concept Option 3	Close	No Change	No Change	Close	Close - Build New School on site	Receives select Delta associate schools (Queen Mary)	SJAM Receives SJAM associate schools, Receives select Delta associate schools (Memorial (City), POW, Adelaide Hoodless), Receives Parkview students
ARC Concept Option 4	Close	No Change	No Change	Close	No Change	Close - Build New School on site	SWC Receives SWC associate schools, Receives Delta associate schools, Receives Parkview students



**Legend**

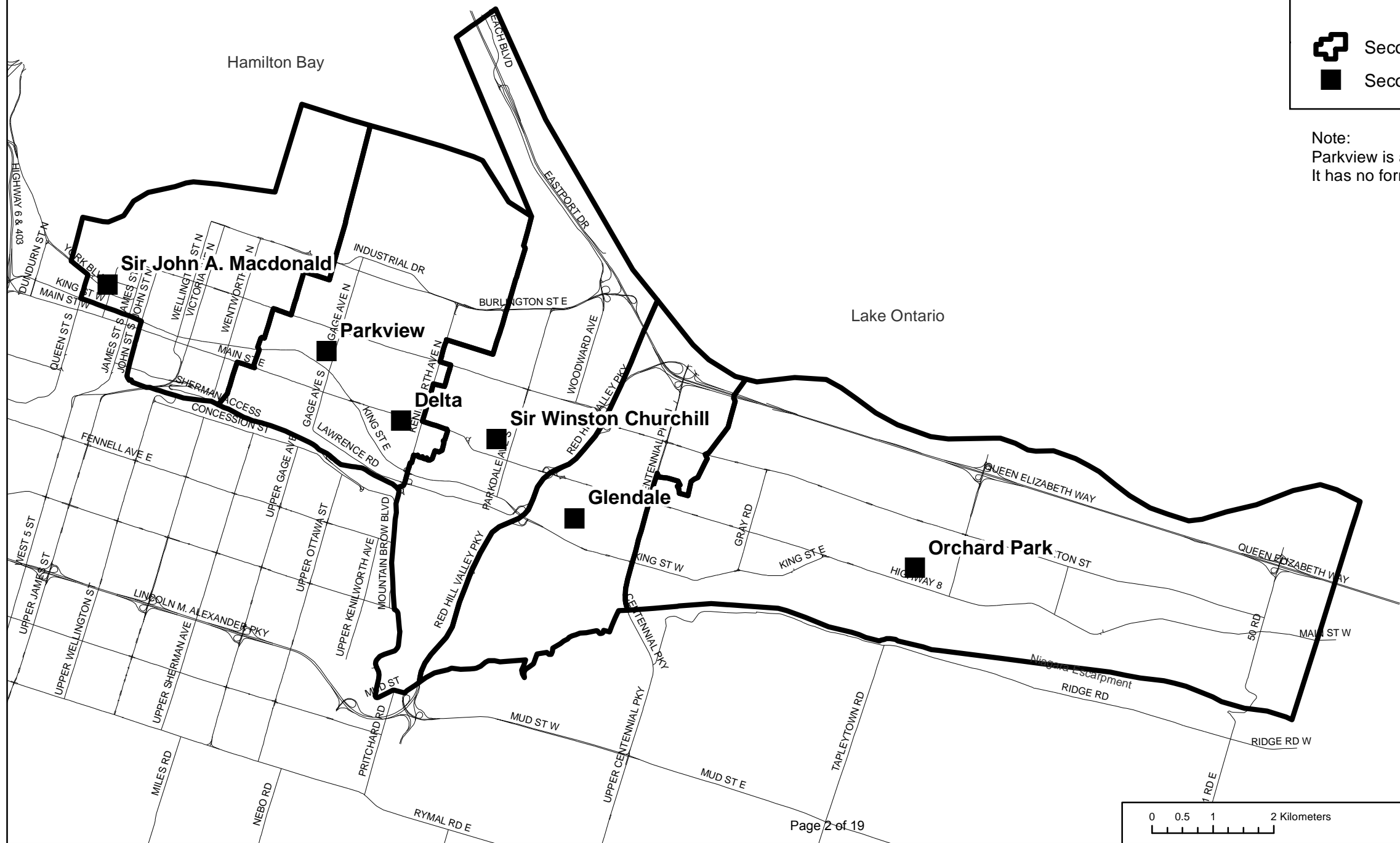


Secondary School Boundaries



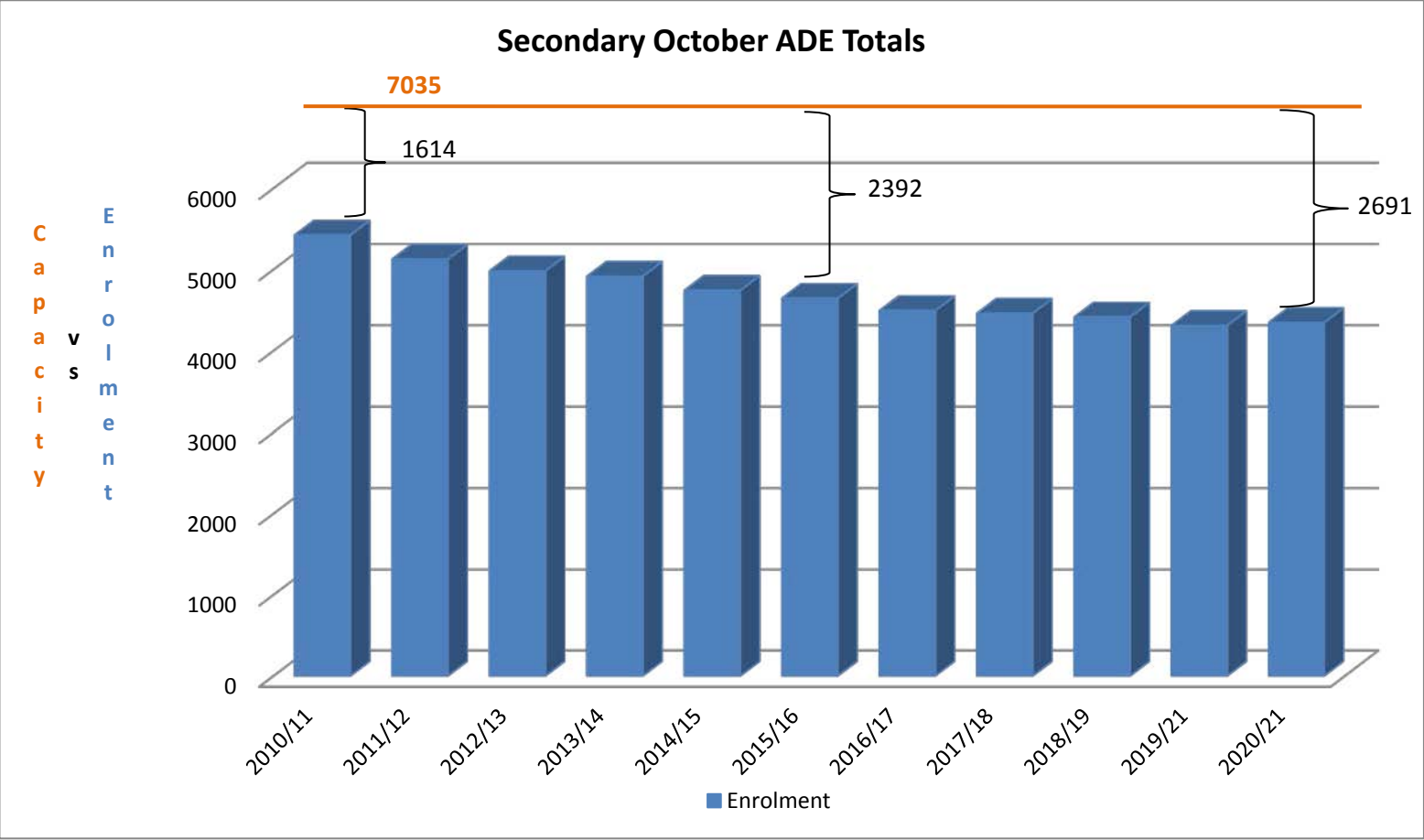
Secondary Schools

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





Status Quo





Status Quo

Projected Secondary Enrolment		2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 21	2020/ 21
Delta												
Gr 9		170	173	166	154	143	138	132	159	156	148	146
Gr 10		148	165	168	160	150	139	134	128	154	151	144
Gr 11		170	137	152	155	149	139	128	124	118	143	140
Gr 12		273	234	189	210	214	205	191	177	171	163	197
SpecEd		14	14	14	14	14	14	14	14	14	14	14
Total		775	723	689	693	670	635	599	602	613	619	641
OTG Capacity	1431											
Utilization		54%	51%	48%	48%	47%	44%	42%	42%	43%	43%	45%
Glendale												
Gr 9		195	200	208	205	199	198	183	200	195	174	170
Gr 10		211	191	196	204	201	195	194	179	196	191	170
Gr 11		193	208	189	194	201	198	192	191	177	193	188
Gr 12		321	271	292	265	272	282	278	270	269	248	271
SpecEd		10	10	10	10	10	10	10	10	10	10	10
Total		930	880	895	878	883	883	857	850	847	816	809
OTG Capacity	1122											
Utilization		83%	78%	80%	78%	79%	79%	76%	76%	75%	73%	72%
Orchard Park												
Gr 9		237	244	239	249	257	254	242	276	259	258	248
Gr 10		275	244	249	245	254	261	259	245	279	262	261
Gr 11		243	276	245	249	245	253	260	257	243	277	259
Gr 12		361	302	340	304	310	307	316	323	319	301	344
SpecEd		21	21	21	21	21	21	21	21	21	21	21
Total		1137	1087	1094	1068	1087	1096	1098	1122	1121	1119	1133
OTG Capacity	1290											
Utilization		88%	84%	85%	83%	84%	85%	85%	87%	87%	87%	88%
Parkview												
Gr 9		55	58	57	55	54	54	52	52	51	50	50
Gr 10		67	48	48	46	45	45	44	43	43	42	42
Gr 11		49	56	55	53	52	52	50	50	50	49	49
Gr 12		82	90	89	86	85	84	81	81	80	79	79
SpecEd		13	10	9	9	9	9	9	9	9	9	9
Total		266	262	258	249	245	244	236	235	233	229	229
OTG Capacity	534											
Utilization		50%	49%	48%	47%	46%	46%	44%	44%	44%	43%	43%
Sir John A. Macdonald												
Gr 9		206	150	152	147	150	153	129	139	136	141	137
Gr 10		202	222	161	164	159	161	164	139	150	146	151
Gr 11		229	200	220	160	163	157	159	163	137	149	145
Gr 12		485	456	397	436	317	322	311	315	321	271	293
SpecEd		0	0	0	0	0	0	0	0	0	0	0
Total		1122	1028	930	907	789	793	763	756	744	707	726
OTG Capacity	1569											
Utilization		72%	66%	59%	58%	50%	51%	49%	48%	47%	45%	46%
Sir Winston Churchill												
Gr 9		268	265	240	240	218	199	183	201	187	167	164
Gr 10		243	268	265	239	239	217	199	183	200	187	167
Gr 11		251	232	255	253	228	228	208	190	174	191	179
Gr 12		403	353	327	360	356	322	322	293	267	246	270
SpecEd		26	26	26	26	26	26	26	26	26	26	26
Total		1191	1144	1113	1118	1067	992	938	893	854	817	806
OTG Capacity	1089											
Utilization		109%	105%	102%	103%	98%	91%	86%	82%	78%	75%	74%
All School Total		5421	5124	4979	4913	4741	4643	4491	4458	4412	4307	4344
OTG Capacity Total	7035											
Combined School Utilization		77%	73%	71%	70%	67%	66%	64%	63%	63%	61%	62%

Data source: Watson projections (January 15, 2011)

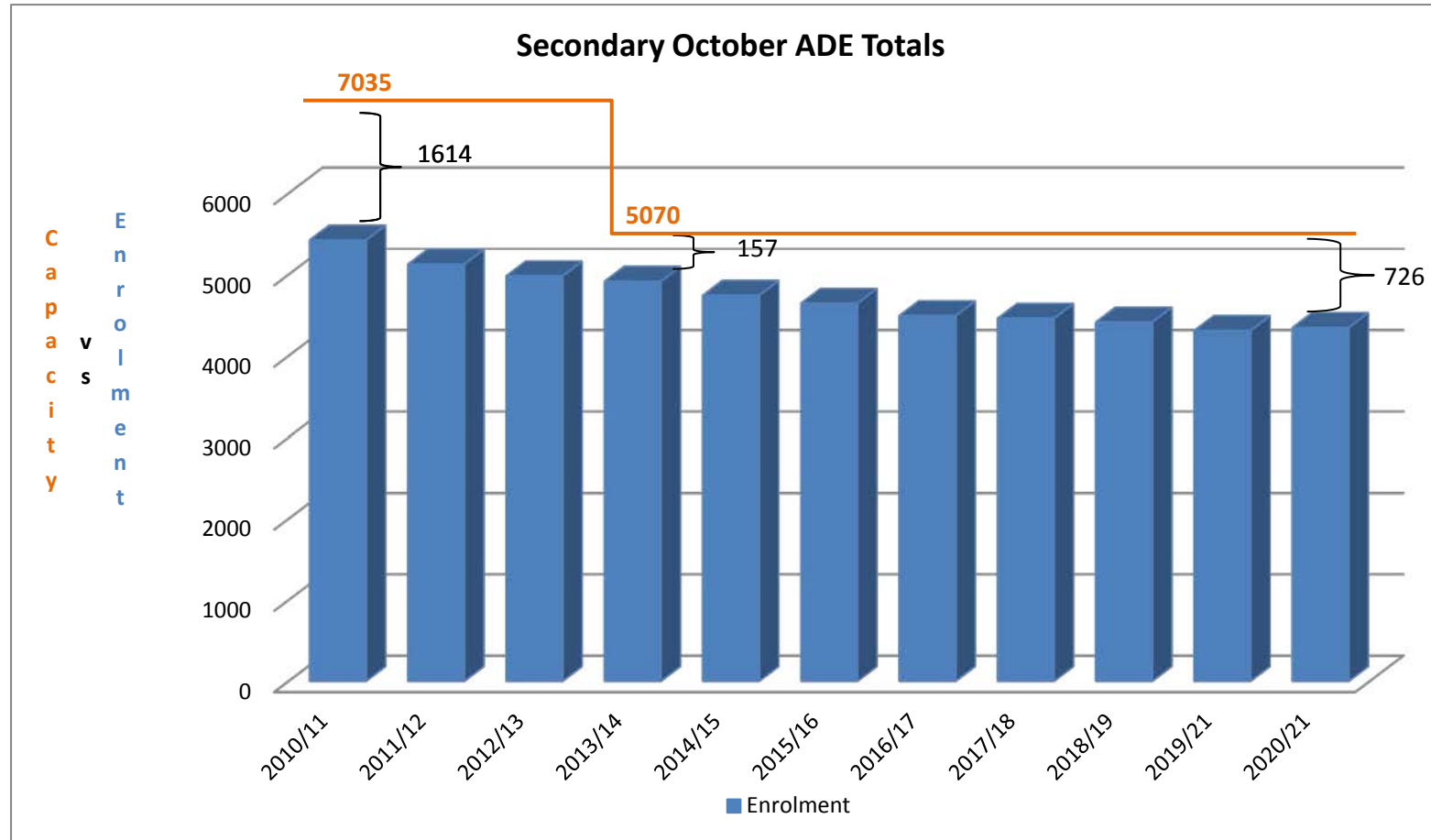
Date source updated after release of SIP







## HWDSB Staff Recommendation





Staff Recommendation: Closure of Delta, Parkview


Projected Secondary Enrolment	2010/	2011/	2012/	Implementation	2014/	2015/	2016/	2017/	2018/	2019	2020
	11	12	13		2013/14	15	16	17	18	19	21
Delta											
Gr 9		170	173	166							
Gr 10		148	165	168							
Gr 11		170	137	152							
Gr 12		273	234	189							
SpecEd		14	14	14							
Total		775	723	689							
OTG Capacity	1431										
Option Utilization		54%	51%	48%							
Glendale											
Gr 9		195	200	208	212	206	205	190	207	201	180
Gr 10		211	191	196	211	208	202	201	186	203	198
Gr 11		193	208	189	198	205	202	196	195	181	197
Gr 12		321	271	292	271	278	288	284	276	275	254
SpecEd		10	10	10	10	10	10	10	10	10	10
Total		930	880	895	903	907	907	881	873	870	839
OTG Capacity	1122										
Option Utilization		83%	78%	80%	80%	81%	81%	78%	78%	78%	75%
Current Utilization		83%	78%	80%	78%	79%	79%	76%	76%	75%	73%
Orchard Park											
Gr 9		237	244	239	251	259	256	244	278	261	260
Gr 10		275	244	249	246	255	262	260	246	280	263
Gr 11		243	276	245	252	248	256	263	260	246	280
Gr 12		361	302	340	308	314	310	319	326	322	304
SpecEd		21	21	21	21	21	21	21	21	21	21
Total		1137	1087	1094	1078	1097	1106	1107	1131	1130	1128
OTG Capacity	1290										
Option Utilization		88%	84%	85%	84%	85%	86%	86%	88%	88%	87%
Current Utilization		88%	84%	85%	83%	84%	85%	85%	87%	87%	88%
Parkview											
Gr 9		55	58	57							
Gr 10		67	48	48							
Gr 11		49	56	55							
Gr 12		82	90	89							
SpecEd		13	10	9							
Total		266	262	258							
OTG Capacity	534										
Option Utilization		50%	49%	48%							
Sir John A. Macdonald											
Gr 9		206	150	152	337	328	326	295	332	325	322
Gr 10		202	222	161	354	338	329	326	295	332	324
Gr 11		229	200	220	344	341	325	314	314	282	319
Gr 12		485	456	397	704	588	583	556	546	546	487
SpecEd		0	0	0	23	23	23	23	23	23	23
Total		1122	1028	930	1761	1618	1586	1515	1511	1508	1475
OTG Capacity	1569										
Option Utilization		72%	66%	59%	112%	103%	101%	97%	96%	96%	94%
Current Utilization		72%	66%	59%	58%	50%	51%	49%	48%	47%	45%
Sir Winston Churchill											
Gr 9		268	265	240	250	228	209	192	210	196	176
Gr 10		243	268	265	246	246	224	206	190	207	194
Gr 11		251	232	255	270	244	244	224	206	190	206
Gr 12		403	353	327	379	374	340	340	311	284	263
SpecEd		26	26	26	26	26	26	26	26	26	26
Total		1191	1144	1113	1171	1119	1044	988	943	903	865
OTG Capacity	1089										
Option Utilization		109%	105%	102%	108%	103%	96%	91%	87%	83%	79%
Current Utilization		109%	105%	102%	103%	98%	91%	86%	82%	78%	75%
All School Total		5421	5124	4979	4913	4741	4643	4491	4458	4412	4307
OPTION OTG Capacity Total	5070										
OPTION Utilization					97%	94%	92%	89%	88%	87%	85%
Current OTG Capacity Total	7035										
Current Utilization Totals		77%	73%	71%	70%	67%	66%	64%	63%	63%	61%


Elementary School Associate Changes:  
Delta to Sir John A. Macdonald  
Parkview grade 9 - 12 to North ARC home school  
Parkview SpecEd to Sir John A. Macdonald




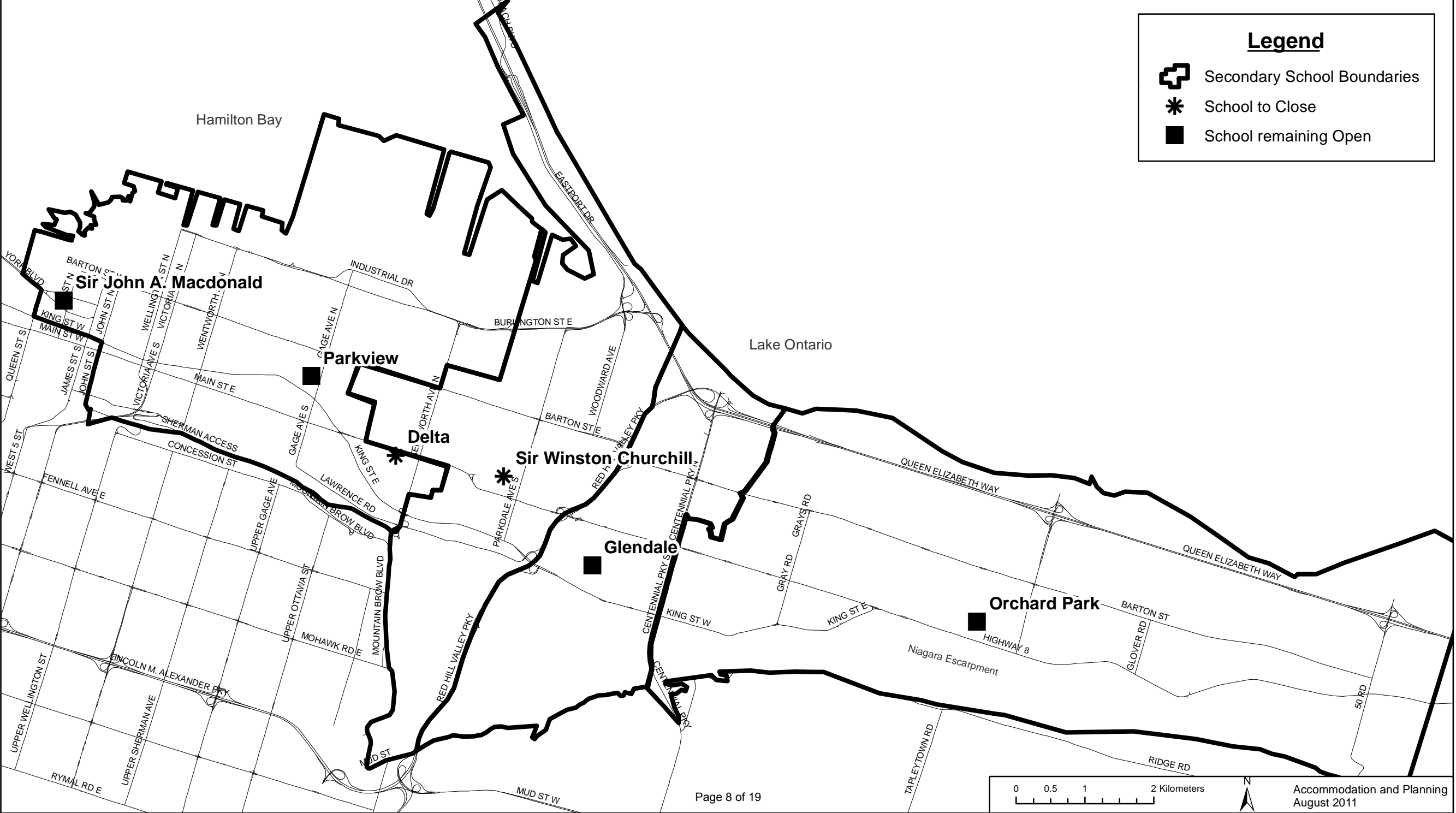
Construct a New School on a Site Between Sir Winston Churchill and Delta (Site Location Yet to be Determined)

Legend

Secondary School Boundaries

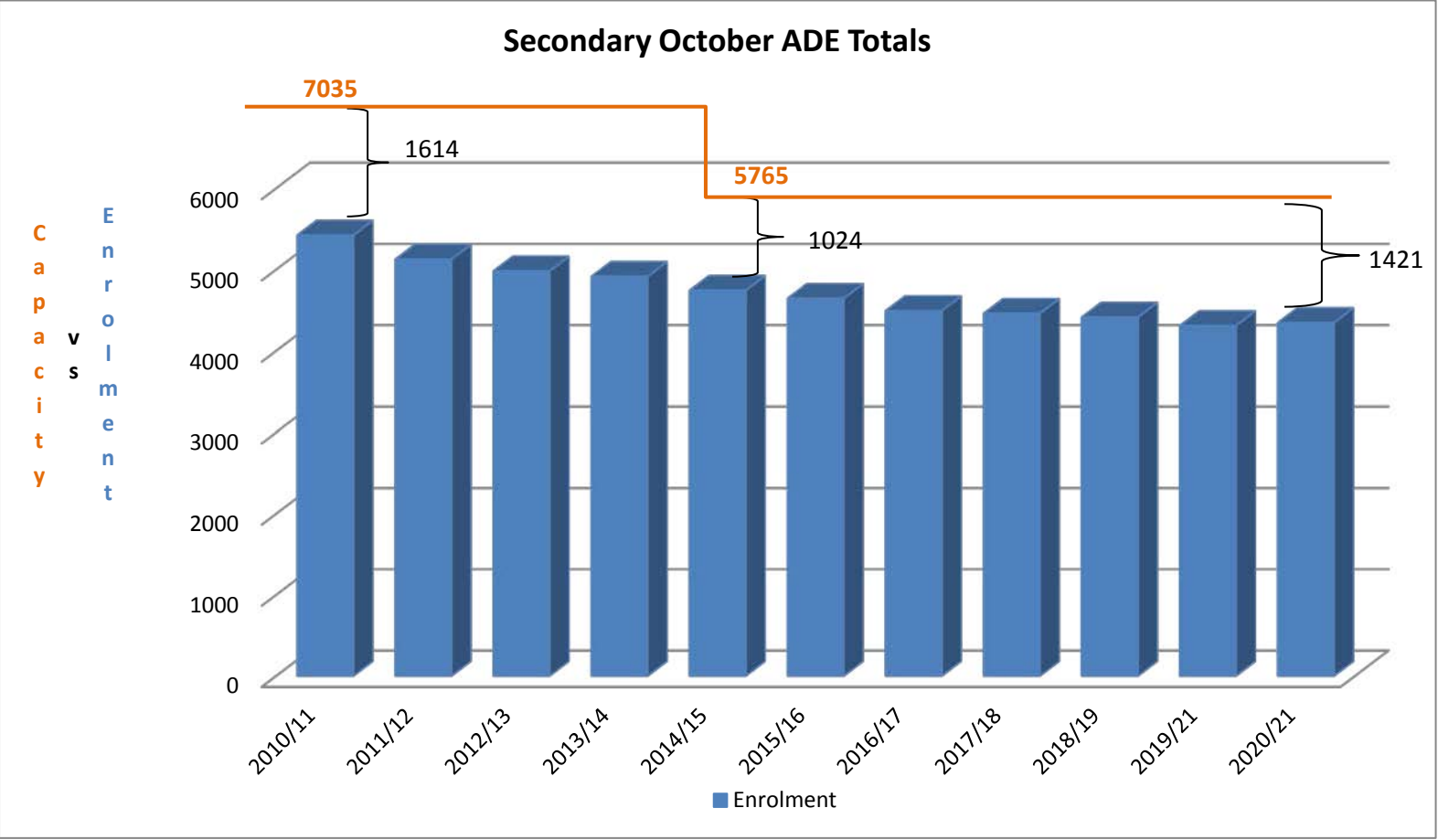
School to Close

School remaining Open





ARC Concept Option 1






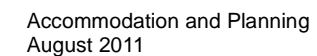


ARC Concept Option 1 (Formerly Option A): Closure of Delta / SWC, New School on New Site																								
Projected Secondary Enrolment			2010/11		2011/12		2012/13		2013/14		Implementation 2014/15		2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
			11	12	12	13	14																	
Delta																								
	Gr 9		170	173	173	166	154																	
	Gr 10		148	165	165	168	160																	
	Gr 11		170	137	137	152	155																	
	Gr 12		273	234	234	189	210																	
SpecEd		14	14	14	14	14																		
Total		775	723	723	689	693																		
OTG Capacity	1431																							
Option Utilization		54%	51%	48%	48%	48%																		
Glendale																								
Gr 9		195	200	208	205	205					199		198	183	200	195	174							
Gr 10		211	191	196	204	204					201		195	194	179	196	191							
Gr 11		193	208	189	194	194					201		198	192	191	177	193							
Gr 12		321	271	292	265	272					272		282	278	270	269	248							
SpecEd		10	10	10	10	10					10		10	10	10	10	10							
Total		930	880	895	878	878					883		883	857	850	847	816							
OTG Capacity	1122																							
Option Utilization		83%	78%	80%	78%	78%					79%		79%	76%	76%	75%	73%							
Current Utilization		83%	78%	80%	78%	78%					79%		79%	76%	76%	75%	73%							
Orchard Park																								
Gr 9		237	244	239	249	249					257		254	242	276	259	258							
Gr 10		275	244	249	245	245					254		261	259	245	279	262							
Gr 11		243	276	245	249	249					245		253	260	257	243	277							
Gr 12		361	302	340	304	304					310		307	316	323	319	301							
SpecEd		21	21	21	21	21					21		21	21	21	21	21							
Total		1137	1087	1094	1068	1068					1087		1096	1098	1122	1121	1119							
OTG Capacity	1290																							
Option Utilization		88%	84%	85%	83%	83%					84%		85%	85%	87%	87%	87%							
Current Utilization		88%	84%	85%	83%	83%					84%		85%	85%	87%	87%	87%							
Parkview																								
Gr 9		55	58	57	55	55					54		54	52	52	51	50							
Gr 10		67	48	48	46	46					45		45	44	43	42	42							
Gr 11		49	56	55	53	53					52		52	50	50	49	49							
Gr 12		82	90	89	86	86					85		84	81	81	80	79							
SpecEd		13	10	9	9	9					9		9	9	9	9	9							
Total		266	262	258	249	249					245		244	236	235	233	229							
OTG Capacity	534																							
Option Utilization		50%	49%	48%	47%	47%					46%		46%	44%	44%	44%	43%							
Current Utilization		50%	49%	48%	47%	47%					46%		46%	44%	44%	44%	43%							
Sir John A. Macdonald																								
Gr 9		206	150	152	147	147					248		248	220	248	243	243							
Gr 10		202	222	161	164	164					258		253	253	224	252	246							
Gr 11		229	200	220	160	160					263		250	245	246	216	245							
Gr 12		485	456	397	436	436					467		466	445	439	441	385							
SpecEd		0	0	0	0	0					0		0	0	0	0	0							
Total		1122	1028	930	907	907					1237		1217	1162	1157	1152	1119							
OTG Capacity	1569																							
Option Utilization		72%	66%	59%	58%	58%					79%		78%	74%	74%	73%	71%							
Current Utilization		72%	66%	59%	58%	58%					50%		51%	49%	48%	47%	45%							
Sir Winston Churchill																								
Gr 9		268	265	240	240	240																		
Gr 10		243	268	265	239	239																		
Gr 11		251	232	255	253	253																		
Gr 12		403	353	327	360	360																		
SpecEd		26	26	26	26	26																		
Total		1191	1144	1113	1118	1118																		
OTG Capacity	1089																							
Option Utilization		109%	105%	102%	103%	103%																		
New Secondary																								
Gr 9											263		242	224	251	236	213							
Gr 10											290		264	244	226	252	238							
Gr 11											277		274	250	231	213	238							
Gr 12											420		383	379	346	318	295							
SpecEd											40		40	40	40	40	40							
Total											1289		1203	1138	1094	1059	1024							
OTG Capacity	1250																							
Option Utilization											103%		96%	91%	87%	85%	82%							
All School Total		5421	5124	4979	4913	4913					4741		4643	4491	4458	4412	4307							
OPTION OTG Capacity Total	5765																							
OPTION Utilization											82%		81%	78%	77%	77%	75%							
Current OTG Capacity Total	7035																							
Current Utilization Totals		77%	73%	71%	70%	70%					67%		66%	64%	63%	63%	61%							



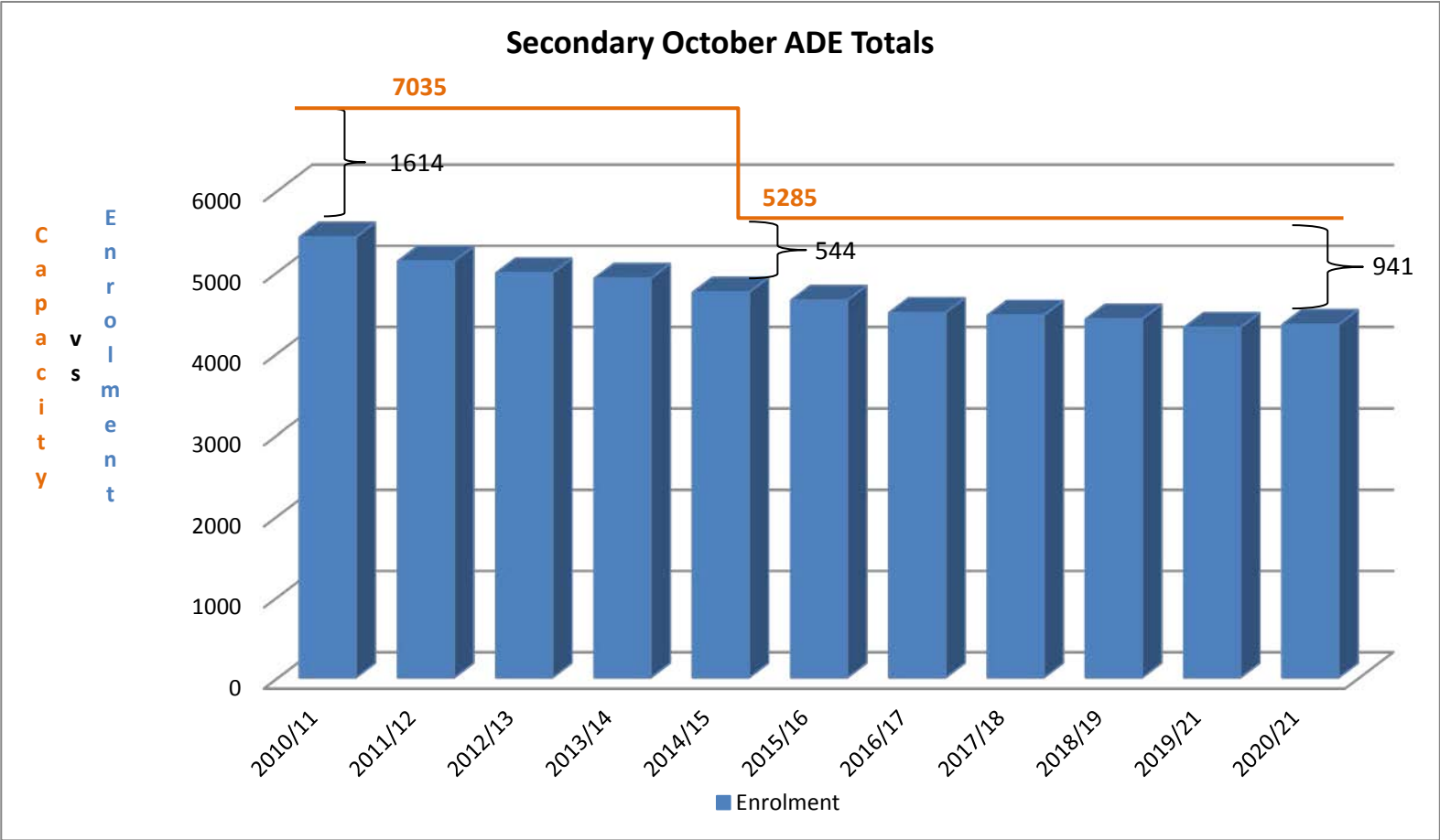
### Legend

-  Secondary School Boundaries  
 School to Close  
 School remaining Open





ARC Concept Option 2








ARC Concept Option 2 (Formally Option F): Closure of Delta, Sir John A. Macdonald / New School on New Site													
Projected Secondary Enrolment		2010/	2011/	2012/	2013/	Implementation		2015/	2016/	2017	2018	2019	2020
		11	12	13	14		2014/15	16	17	/18	/19	/21	/21
Delta													
Gr 9		170	173	166	154								
Gr 10		148	165	168	160								
Gr 11		170	137	152	155								
Gr 12		273	234	189	210								
SpecEd		14	14	14	14								
Total		775	723	689	693								
OTG Capacity	1431												
Option Utilization		54%	51%	48%	48%								
Glendale													
Gr 9		195	200	208	205		199	198	183	200	195	174	170
Gr 10		211	191	196	204		201	195	194	179	196	191	170
Gr 11		193	208	189	194		201	198	192	191	177	193	188
Gr 12		321	271	292	265		272	282	278	270	269	248	271
SpecEd		10	10	10	10		10	10	10	10	10	10	10
Total		930	880	895	878		883	883	857	850	847	816	809
OTG Capacity	1122												
Option Utilization		83%	78%	80%	78%		79%	79%	76%	76%	75%	73%	72%
Current Utilization		83%	78%	80%	78%		79%	79%	76%	76%	75%	73%	72%
Orchard Park													
Gr 9		237	244	239	249		257	254	242	276	259	258	248
Gr 10		275	244	249	245		254	261	259	245	279	262	261
Gr 11		243	276	245	249		245	253	260	257	243	277	259
Gr 12		361	302	340	304		310	307	316	323	319	301	344
SpecEd		21	21	21	21		21	21	21	21	21	21	21
Total		1137	1087	1094	1068		1087	1096	1098	1122	1121	1119	1133
OTG Capacity	1290												
Option Utilization		88%	84%	85%	83%		84%	85%	85%	87%	87%	87%	88%
Current Utilization		88%	84%	85%	83%		84%	85%	85%	87%	87%	87%	88%
Parkview													
Gr 9		55	58	57	55		54	54	52	52	51	50	50
Gr 10		67	48	48	46		45	45	44	43	43	42	42
Gr 11		49	56	55	53		52	52	50	50	50	49	49
Gr 12		82	90	89	86		85	84	81	81	80	79	79
SpecEd		13	10	9	9		9	9	9	9	9	9	9
Total		266	262	258	249		245	244	236	235	233	229	229
OTG Capacity	534												
Option Utilization		50%	49%	48%	47%		46%	46%	44%	44%	44%	43%	43%
Current Utilization		50%	49%	48%	47%		46%	46%	44%	44%	44%	43%	43%
Sir John A. Macdonald													
Gr 9		206	150	152	147								
Gr 10		202	222	161	164								
Gr 11		229	200	220	160								
Gr 12		485	456	397	436								
SpecEd		0	0	0	0								
Total		1122	1028	930	907								
OTG Capacity	1569												
Option Utilization		72%	66%	59%	58%								
Current Utilization		72%	66%	59%	58%								
Sir Winston Churchill													
Gr 9		268	265	240	240		263	242	224	251	236	213	210
Gr 10		243	268	265	239		290	264	244	226	252	238	216
Gr 11		251	232	255	253		277	274	250	231	213	238	225
Gr 12		403	353	327	360		420	383	379	346	318	295	329
SpecEd		26	26	26	26		26	26	26	26	26	26	26
Total		1191	1144	1113	1118		1275	1189	1124	1080	1045	1010	1005
OTG Capacity	1089												
Option Utilization		109%	105%	102%	103%		117%	109%	103%	99%	96%	93%	92%
Current Utilization		109%	105%	102%	103%		98%	91%	86%	82%	78%	75%	74%
New Secondary													
Gr 9							248	248	220	248	243	243	237
Gr 10							258	253	253	224	252	246	246
Gr 11							263	250	245	246	216	245	239
Gr 12							467	466	445	439	441	385	431
SpecEd							14	14	14	14	14	14	14
Total							1251	1231	1176	1171	1166	1133	1168
OTG Capacity	1250												
Option Utilization							100%	98%	94%	94%	93%	91%	93%
All School Total		5421	5124	4979	4913		4741	4643	4491	4458	4412	4307	4344
OPTION OTG Capacity Total	5285												
OPTION Utilization							90%	88%	85%	84%	83%	81%	82%
Current OTG Capacity Total	7035												
Current Utilization Totals		77%	73%	71%	70%		67%	66%	64%	63%	63%	61%	62%

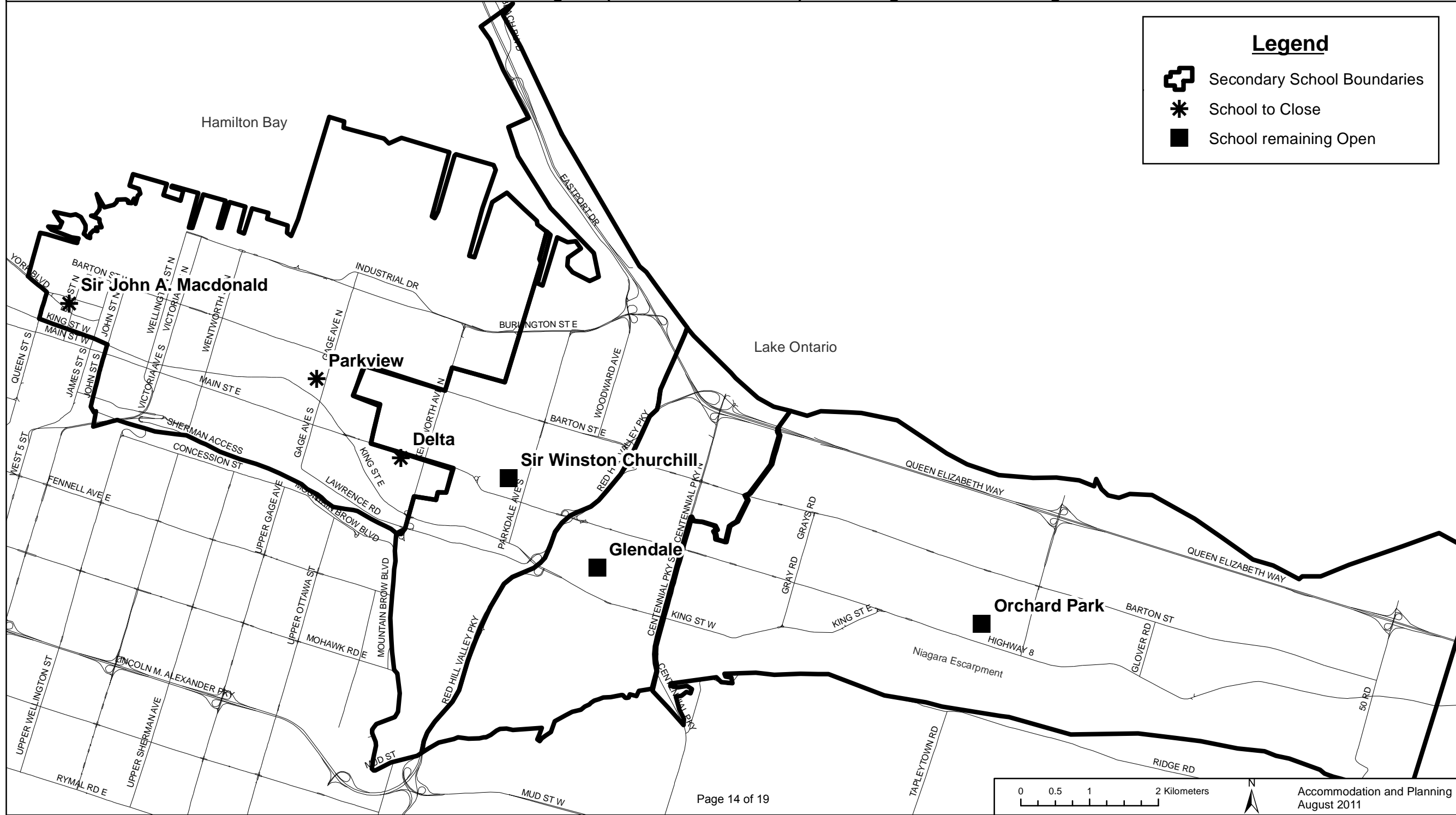
Elementary School Associate Changes:  
Prince of Wales, Adelaide Hoodless, Memorial (City), SJAM Associate schools to New Secondary School  
Queen Mary to Sir Winston Churchill



North Accommodation Review Committee Concept Option 3 -  
Closure of Delta, Parkview and Sir John A. Macdonald  
Construct a New School on an Existing Site (Sir John A. Macdonald) with "Wing" for Parkview Program

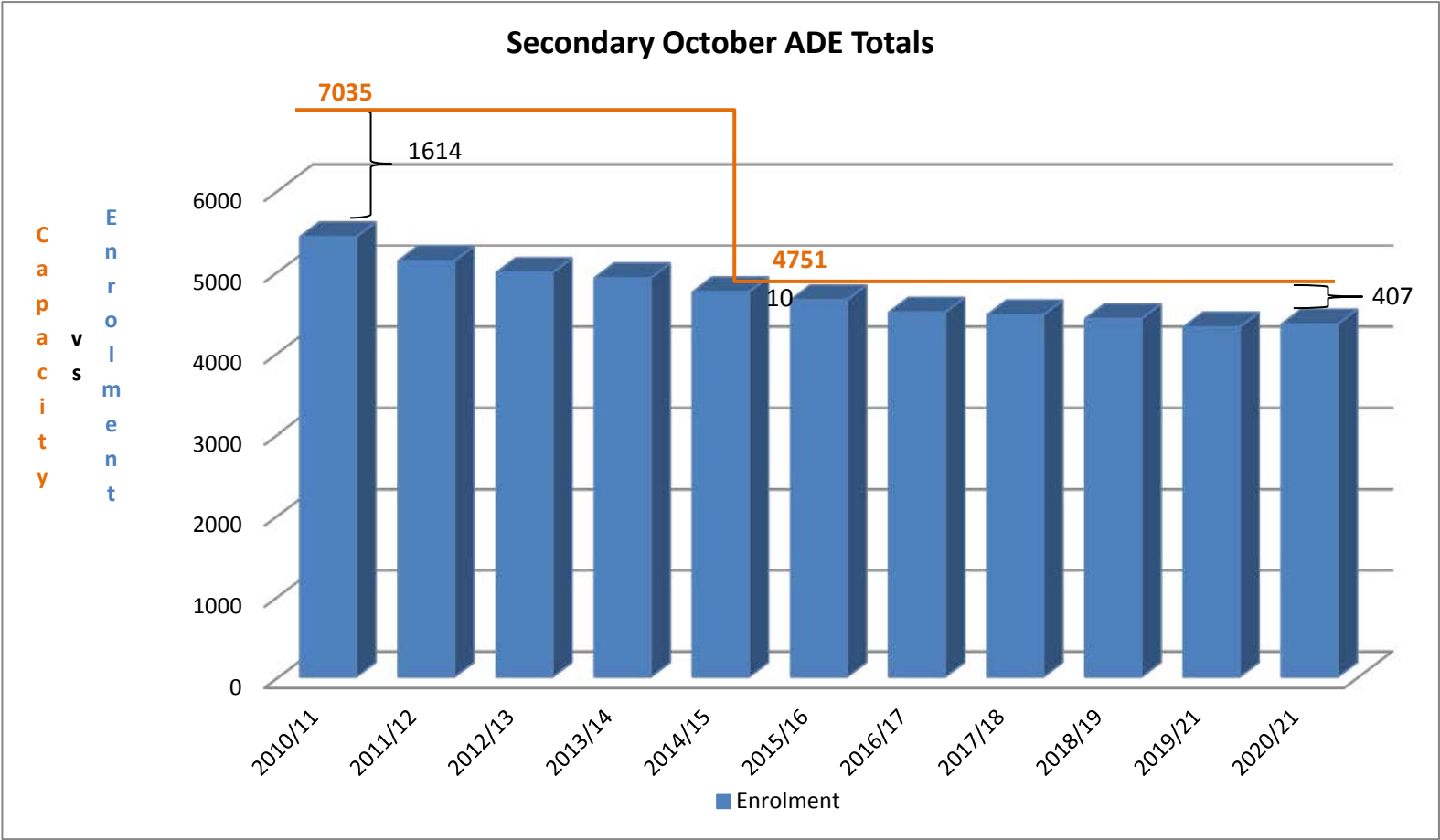
**Legend**

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





ARC Concept Option 3






ARC Concept Option G): Closure of Delta, Parkview, Sir J.A. Macdonald, /New School on Existing Site (SJAAM)																								
Projected Secondary Enrolment			2010/11		2011/12		2012/13		2013/14		Implementation 2014/15		2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
			11	12	12	13	13	14				16	17	17	18	18	19	19	21	21	21	21	21	
Delta																								
	Gr 9		170	173	166	166	154																	
	Gr 10		148	165	168	160																		
	Gr 11		170	137	152	155																		
	Gr 12		273	234	189	210																		
SpecEd		14	14	14	14	14																		
Total		775	723	689	693	693																		
OTG Capacity	1431																							
Option Utilization		54%	51%	48%	48%	48%																		
Glendale																								
Gr 9			195	200	208	205	205					199	183	200	195	174	170							
Gr 10			211	191	196	204	204					201	195	194	179	196	191	170						
Gr 11			193	208	189	194	194					201	198	192	191	177	193	188						
Gr 12			321	271	292	265	265					272	282	278	270	269	248	271						
SpecEd			10	10	10	10	10	10				10	10	10	10	10	10	10						
Total			930	880	895	878	878					883	857	850	847	816	809							
OTG Capacity	1122																							
Option Utilization			83%	78%	80%	78%	78%					79%	76%	76%	76%	75%	73%	72%						
Current Utilization			83%	78%	80%	78%	78%					79%	76%	76%	76%	75%	73%	72%						
Orchard Park																								
Gr 9			237	244	239	249	249					257	242	276	259	258	248							
Gr 10			275	244	249	245	245					254	261	259	245	279	262	261						
Gr 11			243	276	245	249	249					245	253	260	257	243	277	259						
Gr 12			361	302	340	304	304					310	307	316	323	319	301	344						
SpecEd			21	21	21	21	21	21				21	21	21	21	21	21	21						
Total			1137	1087	1094	1068	1068					1087	1096	1098	1122	1121	1119	1133						
OTG Capacity	1290																							
Option Utilization			88%	84%	85%	83%	83%					84%	85%	85%	87%	87%	87%	88%						
Current Utilization			88%	84%	85%	83%	83%					84%	85%	85%	87%	87%	87%	88%						
Parkview																								
Gr 9			55	58	57	55	55																	
Gr 10			67	48	48	46	46																	
Gr 11			49	56	55	53	53																	
Gr 12			82	90	89	86	86																	
SpecEd			13	10	9	9	9																	
Total			266	262	258	249	249																	
OTG Capacity	534																							
Option Utilization			50%	49%	48%	47%	47%																	
Current Utilization			50%	49%	48%	47%	47%																	
Sir John A. Macdonald																								
Gr 9			206	150	152	147	147																	
Gr 10			202	222	161	164	164																	
Gr 11			229	200	220	160	160																	
Gr 12			485	456	397	436	436																	
SpecEd			0	0	0	0	0																	
Total			1122	1028	930	907	907																	
OTG Capacity	1569																							
Option Utilization			72%	66%	59%	58%	58%																	
Current Utilization			72%	66%	59%	58%	58%																	
Sir Winston Churchill																								
Gr 9			268	265	240	240	240					263	242	224	251	236	213	210						
Gr 10			243	268	265	239	239					290	264	244	226	252	238	216						
Gr 11			251	232	255	253	253					277	274	250	231	213	238	225						
Gr 12			403	353	327	360	360					420	383	379	346	318	295	329						
SpecEd			26	26	26	26	26					26	26	26	26	26	26	26						
Total			1191	1144	1113	1118	1118					1275	1189	1124	1080	1045	1010	1005						
OTG Capacity	1089																							
Option Utilization			109%	105%	102%	103%	103%					117%	109%	103%	99%	96%	93%	92%						
Current Utilization			109%	105%	102%	103%	103%					98%	91%	86%	82%	78%	75%	74%						
New Secondary																								
Gr 9												302	302	272	300	294	293	287						
Gr 10												303	298	297	267	295	288	288						
Gr 11												315	302	295	296	266	294	288						
Gr 12												552	550	526	520	521	464	510						
SpecEd												23	23	23	23	23	23	23						
Total												1496	1475	1412	1406	1399	1362	1397						
OTG Capacity	1250																							
Option Utilization												120%	118%	113%	113%	112%	109%	112%						
All School Total			5421	5124	4979	4913	4913					4741	4643	4491	4458	4412	4307	4344						
OPTION OTG Capacity Total	4751																							
OPTION Utilization																								
Current OTG Capacity Total	7035																							
Current Utilization Totals			77%	73%	71%	70%	70%					100%	98%	95%	94%	93%	91%	91%						
												67%	66%	64%	63%	63%	61%	62%						


Elementary School Associate Changes:  
Prince of Wales, Adelaide Hoodless, Memorial (City), SJAM feeder schools to New Secondary School  
Queen Mary to Sir Winston Churchill  
Parkview students to New Secondary




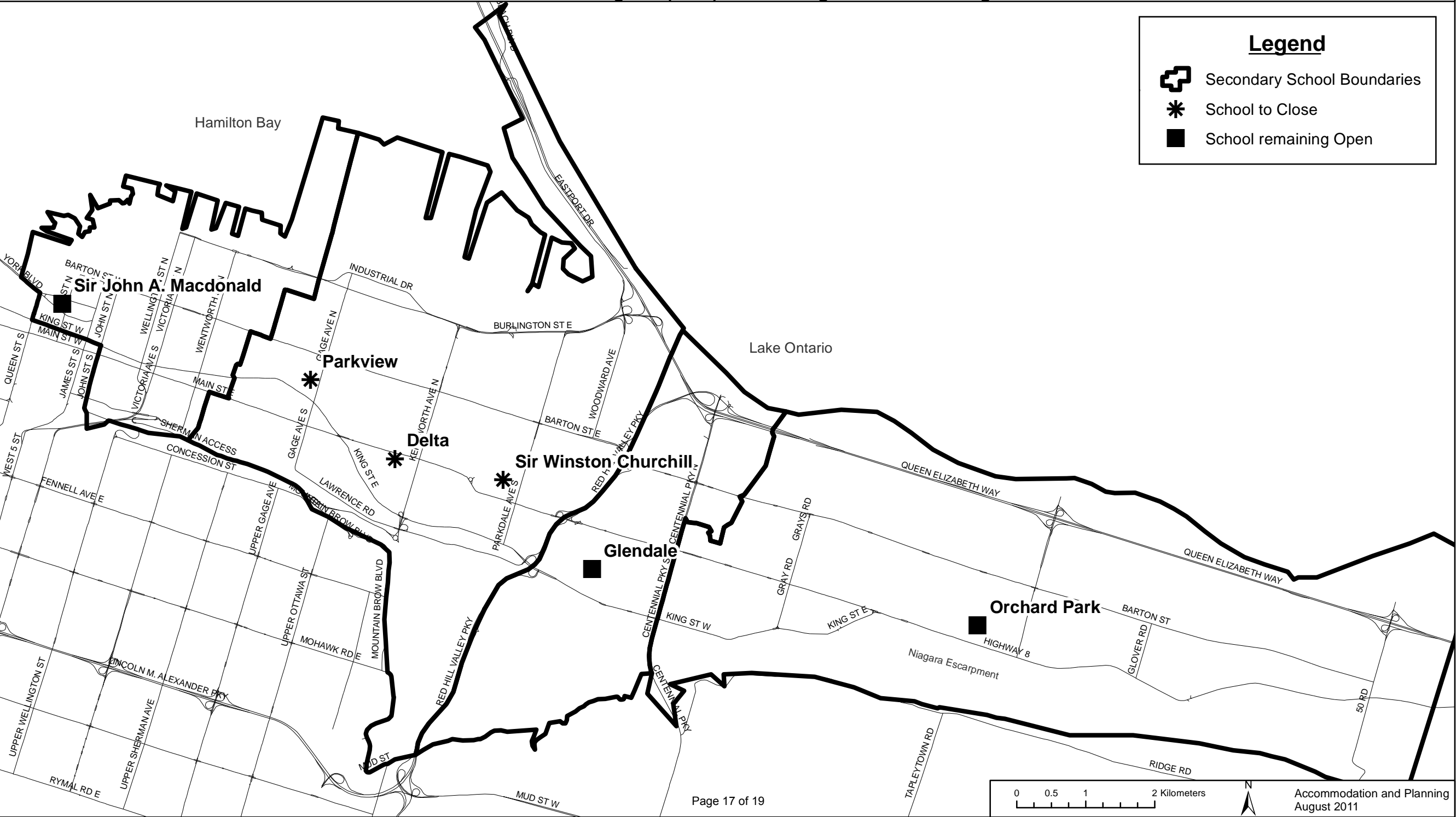
North Accommodation Review Committee Concept Option 4 -  
Closure of Delta, Parkview and Sir Winston Churchill  
Construct a New School on an Existing Site (SWC) with a "Wing" for Parkview Program

Legend

Secondary School Boundaries

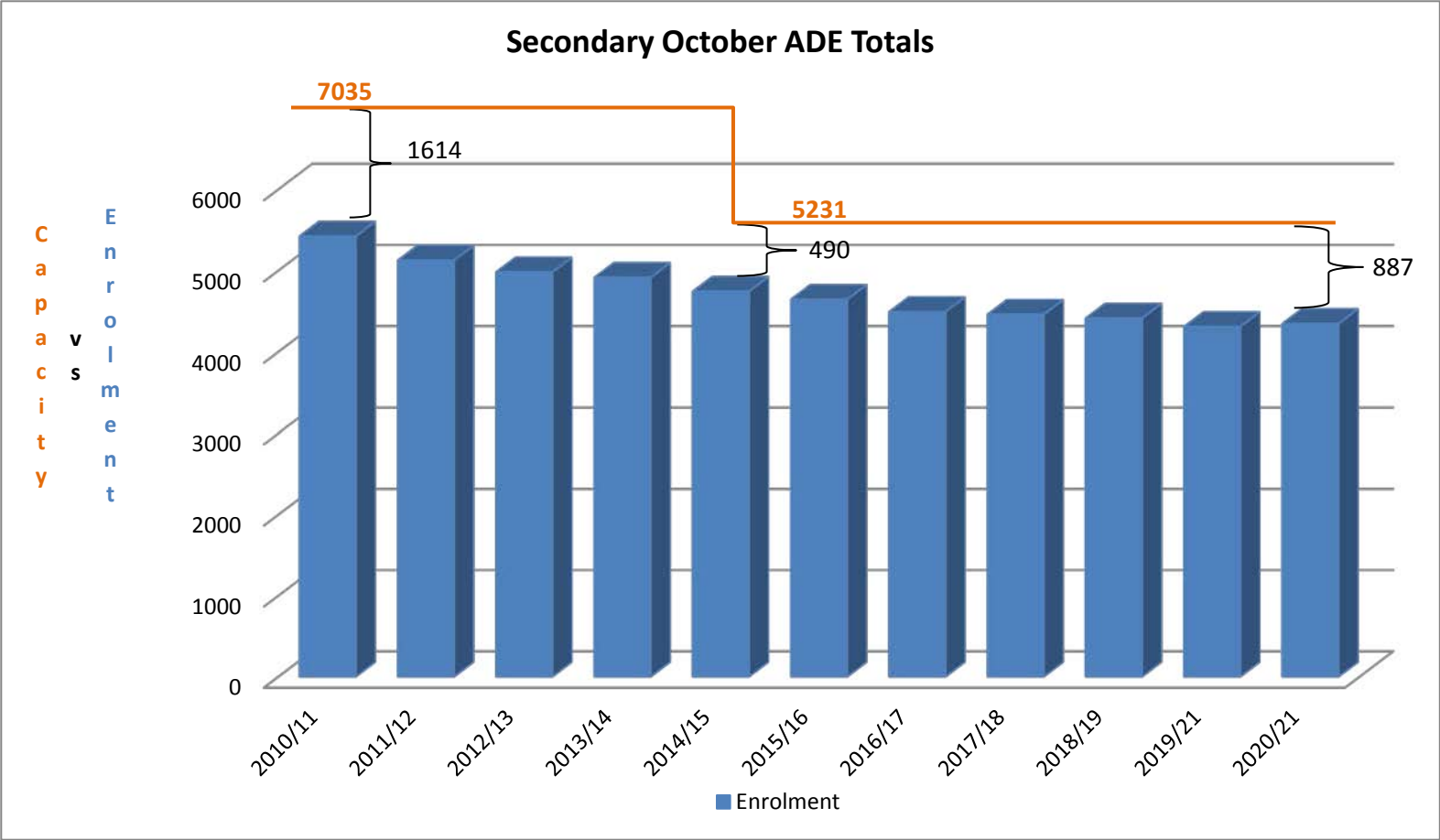
School to Close

School remaining Open





ARC Concept Option 4





ARC Concept Option 4 (Formally Option H Revised): Closure of Delta, Parkview, SWC / New School on Existing Site (SWC)

Projected Secondary Enrolment		2010/11	2011/12	2012/13	2013/14	Implementation		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
		11	12	13	14	2014/15		16	17	18	19	21	21
Delta													
Gr 9		170	173	166	154								
Gr 10		148	165	168	160								
Gr 11		170	137	152	155								
Gr 12		273	234	189	210								
SpecEd		14	14	14	14								
Total		775	723	689	693								
OTG Capacity		1431											
Option Utilization		54%	51%	48%	48%								
Glendale													
Gr 9		195	200	208	205	199	199	198	183	200	195	174	170
Gr 10		211	191	196	204	201	201	195	194	179	196	191	170
Gr 11		193	208	189	194	201	201	198	192	191	177	193	188
Gr 12		321	271	292	265	272	272	282	278	270	269	248	271
SpecEd		10	10	10	10	10	10	10	10	10	10	10	10
Total		930	880	895	878	883	883	883	857	850	847	816	809
OTG Capacity		1122											
Option Utilization		83%	78%	80%	78%	79%	79%	79%	76%	76%	75%	73%	72%
Current Utilization		83%	78%	80%	78%	79%	79%	79%	76%	76%	75%	73%	72%
Orchard Park													
Gr 9		237	244	239	249	257	257	254	242	276	259	258	248
Gr 10		275	244	249	245	254	254	261	259	245	279	262	261
Gr 11		243	276	245	249	245	245	253	260	257	243	277	259
Gr 12		361	302	340	304	310	310	307	316	323	319	301	344
SpecEd		21	21	21	21	21	21	21	21	21	21	21	21
Total		1137	1087	1094	1068	1087	1087	1096	1098	1122	1121	1119	1133
OTG Capacity		1290											
Option Utilization		88%	84%	85%	83%	84%	84%	85%	85%	87%	87%	87%	88%
Current Utilization		88%	84%	85%	83%	84%	84%	85%	85%	87%	87%	87%	88%
Parkview													
Gr 9		55	58	57	55								
Gr 10		67	48	48	46								
Gr 11		49	56	55	53								
Gr 12		82	90	89	86								
SpecEd		13	10	9	9								
Total		266	262	258	249								
OTG Capacity		534											
Option Utilization		50%	49%	48%	47%								
Current Utilization		50%	49%	48%	47%								
Sir John A. Macdonald													
Gr 9		206	150	152	147	150	150	153	129	139	136	141	137
Gr 10		202	222	161	164	159	159	161	164	139	150	146	151
Gr 11		229	200	220	160	163	163	157	159	163	137	149	145
Gr 12		485	456	397	436	317	317	322	311	315	321	271	293
SpecEd		0	0	0	0	0	0	0	0	0	0	0	0
Total		1122	1028	930	907	789	789	793	763	756	744	707	726
OTG Capacity		1569											
Option Utilization		72%	66%	59%	58%	50%	50%	51%	49%	48%	47%	45%	46%
Current Utilization		72%	66%	59%	58%	50%	50%	51%	49%	48%	47%	45%	46%
Sir Winston Churchill													
Gr 9		268	265	240	240								
Gr 10		243	268	265	239								
Gr 11		251	232	255	253								
Gr 12		403	353	327	360								
SpecEd		26	26	26	26								
Total		1191	1144	1113	1118								
OTG Capacity		1089											
Option Utilization		109%	105%	102%	103%								
Current Utilization		109%	105%	102%	103%								
New Secondary													
Gr 9						415	415	391	367	412	394	365	360
Gr 10						434	434	401	377	354	397	380	353
Gr 11						429	429	419	386	364	342	383	368
Gr 12						655	655	611	594	551	518	488	546
SpecEd						49	49	49	49	49	49	49	49
Total						1982	1982	1871	1773	1730	1700	1665	1676
OTG Capacity		1250											
Option Utilization						159%	159%	150%	142%	138%	136%	133%	134%
All School Total		5421	5124	4979	4913	4741	4741	4643	4491	4458	4412	4307	4344
OPTION OTG Capacity Total		5231											
OPTION Utilization						91%	91%	89%	86%	85%	84%	82%	83%
Current OTG Capacity Total		7035											
Current Utilization Totals		77%	73%	71%	70%	67%	67%	66%	64%	63%	63%	61%	62%

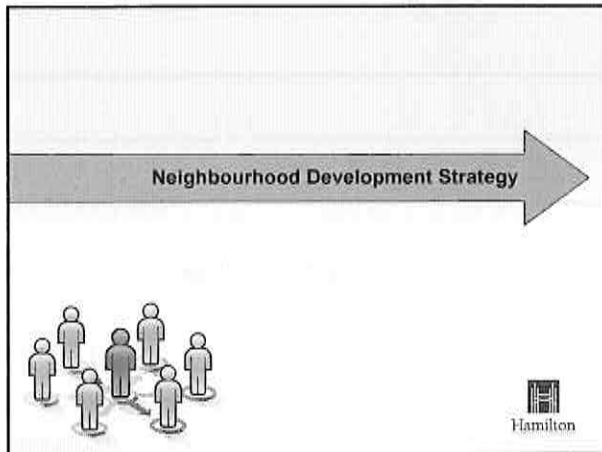
Elementary School Associate Changes:

Delta Associate schools to New Secondary

Sir Winston Churchill Associate schools to New Secondary

Parkview students to New Secondary






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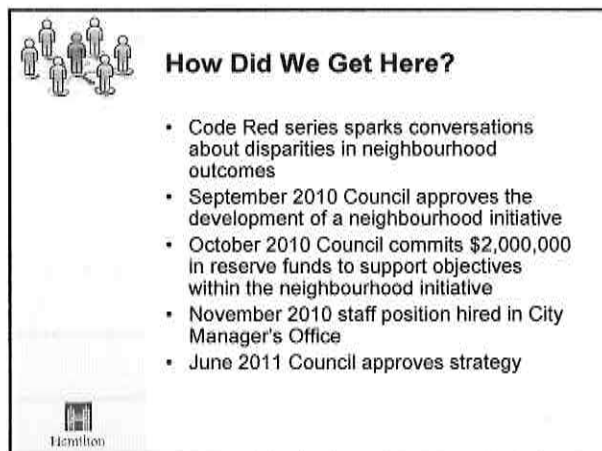
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### Why a Neighbourhood Development Strategy?

- We know that health, social and economic outcomes differ across neighbourhoods in Hamilton
  - In some cases these differences are significant and impact our future prosperity as a City
- We also know that all our neighbourhoods have tremendous assets – places, people, associations, institutions, economic opportunities
  - Large investments of financial and human resources are also being made in our neighbourhoods




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### Hamilton's Neighbourhood Development Strategy Includes:

- Activities that are guided by best practices from other communities
- Approaches that will allow us to measure changes in outcomes over time
- Structures and governance that will help leverage resources and align actions




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### What We Learned from Successful Neighbourhood Development Approaches in Other Cities:

- **Community development workers** are critical human resources that support relationship building at the neighbourhood level
- Neighbourhood planning should be **comprehensive and holistic**
- A **multi-sectoral approach** is key
- Planning must be **inclusive and resident led**
- Plans must focus on the **long-term**
- **Investment is required** to implement neighbourhood




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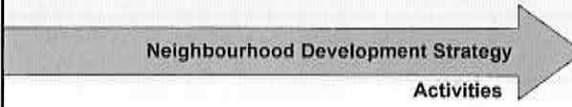
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**Neighbourhood Development Strategy**  
**Activities**

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### Neighbourhood Development Activities

1. **Putting more community development "boots on the ground"** – working with our partners to create an integrated team of community development workers.
2. **Resident-led neighbourhood planning** – begin comprehensive resident led planning in neighbourhoods.
3. **Increase neighbourhood investment to address opportunities identified in the neighbourhood planning process** – leverage funding where possible and directly invest new resources when it can move an identified priority forward.
4. **Build new investment partnerships with senior levels of government** – fully explore the possibilities of developing an Urban Development Agreement to increase the health, social and economic outcomes of neighbourhoods.



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**Neighbourhood Development Strategy**  
**Priority Area**

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### Working in the Priority Area

- There are about 50 neighbourhoods in the priority area as shown on the maps...too many to tackle all at once
- Within the priority area specific neighbourhoods were selected to begin development work
- In 2011 three neighbourhoods were selected
- Criteria for selecting neighbourhoods will be based on a number of conditions for success...not on the relative ranking of neighbourhoods




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### The Neighbourhoods - 2011

- Keith Neighbourhood – North End
- Stinson Neighbourhood – South of Downtown
- Stadium "Precinct" – neighbourhoods that surround the Stadium




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### The Neighbourhoods - 2012

- Beasley Neighbourhood – Downtown Core
- McQuesten Neighbourhood – East End
- Rolston Neighbourhood – Hamilton Mountain




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### So What Will Happen in Selected Neighbourhoods?

- Increased involvement of community development worker
- Engagement in a resident-led neighbourhood planning process
- Opportunities for residents, businesses and other key stakeholders to access funding to implement neighbourhood initiatives
- All of the above work is built on a model of Asset Based Community Development (ABCD)




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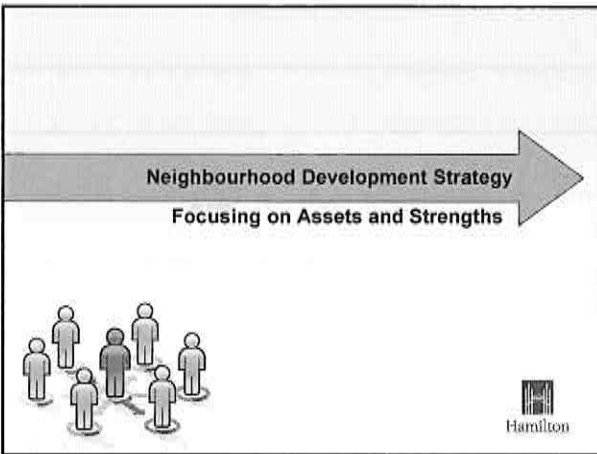
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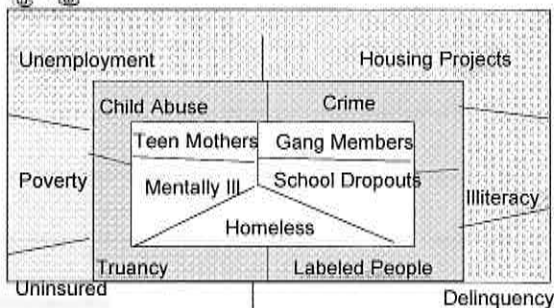
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### The Old Model: A Needs Map




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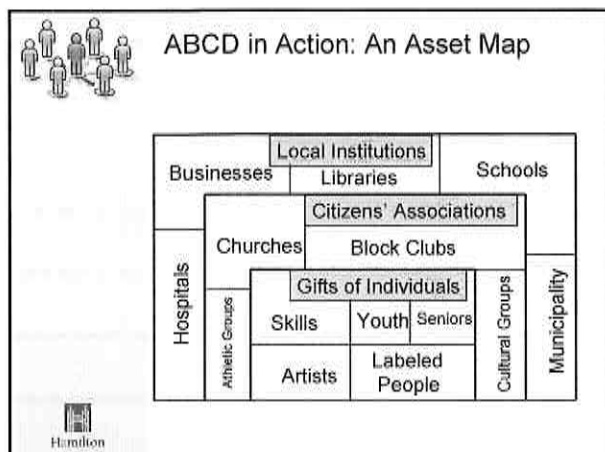
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**Translating Assets and Strengths into Plans for the Future**

- Neighbourhood Planning will be led by residents and key stakeholders and will focus on tangible steps the group can take over the next 4 to 5 years to build a healthy neighbourhood
- The plans will be holistic taking into account the physical, economic, social, cultural, human and environmental opportunities in each neighbourhood...as such they are "Quality of Life" plans
- The City and other external partners will play a "technical support" role...helping the neighbourhood planning group develop solid business plans

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**Working Together as City Staff: The Technical Support Team**

- Resources for this team will include staff from all aspects of the administration:
  - Land use planning
  - Economic development and employment (demand and supply)
  - Service delivery (recreation, health, transit, child care etc.)
  - Arts and culture
  - Events
  - Infrastructure
  - Finance – planning/budgeting
- The Neighbourhood Development office will also provide facilitative leadership and all administrative support to the process

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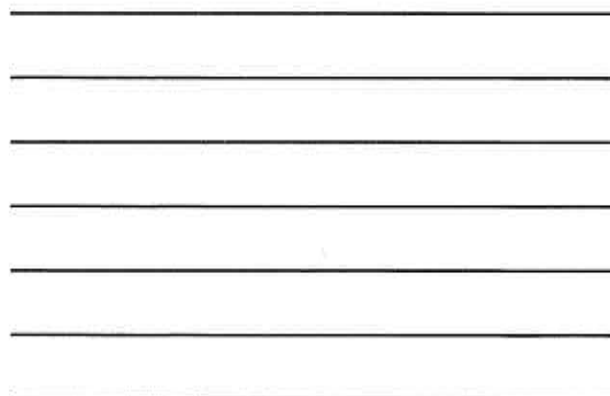
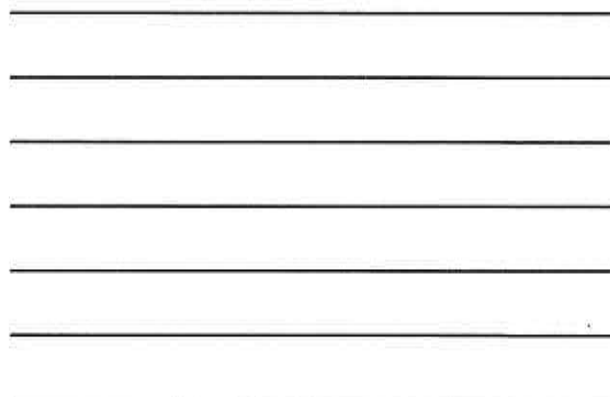
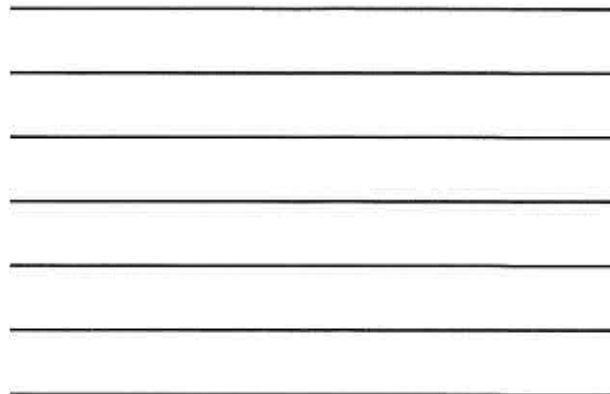
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### Investing in Neighbourhoods

- Primary goal through planning process is to ensure current and planned investments are delivering high impact results
- Neighbourhood reserve funds would augment current work or fill in the gaps when other investments are not available
- Funding will be available for both "early action" projects and larger-scale initiatives




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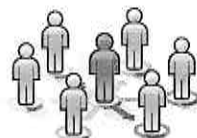
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### Neighbourhood Development Strategy

Measuring Outcomes




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### A Framework for Measuring Change Over Time

**Neighbourhood Assets**

- Physical
- Economic
- Social
- Cultural
- Human
- Environmental

+

**Neighbourhood Plan**

- Alignment
- Commitment
- Resources


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**Place Based Outcomes**

- Physical environment
- Safety and security
- Economic development
- Sense of community

**People Based Outcomes**

- Education
- Employment / Income
- Health
- Civic engagement




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**Doing our Work More Strategically**

- **Neighbourhood Office** acts as secretariat (communications, reporting, outcome measurement, managing neighbourhood planning process)
  - Supported through alignment of staff from Public Health, Community Services and Emergency Services
- **Management level committee** – building alignment among partners and identifying policy related issues for further discussion
  - Supported by staff from departments and agencies
- **Operational level committee** – address delivery issues and coordinate on-the-ground issues
  - Supported by staff from departments and agencies




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**Working with our Community Partners**

- We are not undertaking neighbourhood development alone
- Tremendous opportunity to align and leverage the collective work in Hamilton
- It is happening already
  - McMaster University
  - Hamilton Community Foundation
  - Community Collaboratives
- Much more is possible...




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### Opportunities to Work Together

- Education is critical for the success of neighbourhoods and its residents
- The overlap of the Neighbourhood Initiative and the ARC process provides opportunity to explore future possibilities together
- Question is "what might we be able to leverage by working together to revitalize neighbourhoods"



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### Thank You

Paul Johnson  
Director – Neighbourhood Development Strategies  
[Paul.Johnson@hamilton.ca](mailto:Paul.Johnson@hamilton.ca)



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**Hamilton-Wentworth District School Board  
Secondary Accommodation Review Timelines  
Updated: September 2011**





**North - Accommodation Review Committee  
Working Group Meeting  
October 4, 2011**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran, Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Data and Option Updates – Dan Del Bianco**
- 4. Accommodation Options**
  - 4.1 Full committee discussion of accommodation options**
  - 4.2 Accommodation Options for the Public Meeting**
- 5. Minutes of the Meeting of September 13, 2011**
  - 5.1 Errors or Omissions**
  - 5.2 Approval of the Minutes**
  - 5.3 Business Arising from the Minutes**
    - 5.3.1 Facility Partnership Information**
    - 5.3.2 Other**
- 6. Other Business**
  - 6.1 Planning for the Public Meeting**
  - 6.2 Other**
- 7. Correspondence**
- 8. Adjournment**

**Next Meeting – Public Meeting – October 25, 2011, Sir Winston Churchill – 6:30 pm**

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



**Hamilton-Wentworth District School Board (HWDSB)**

**North Accommodation Review Committee Meeting**

**Board Room – Education Centre**

**October 4, 2011**

**Working Meeting #8**

**Minutes**

**Attendance:**

**Committee Members**

***Chair –Vicki Corcoran***

***Voting Members –Sandra Binns, Anna Busse, Michele Cameron, Lisa Deys, Laura Gill, Rick Kunc, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Lawrie Cook, Glenn Cooke, Geoff Coombs, Mark Currie, Peter Joshua, Nancy Leach, Ray Mulholland, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Carol Town, Todd White***

**Regrets**

***Voting Members – Michael Chalupka, Annie Fu, Jane Henry, Marie Jackson, Mohamud Mohamed, Prema Rao***

***Non-Voting Members –Chad Collins, Jason Farr, Jim Holubeshen, Bernie Morelli, Sam Merulla***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton***

**Recording Secretary**

***Tracy McKillop***

**1.0 Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the eight working group meeting. She spoke of the follow-up information from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard.



**2.0 Agenda** <http://www.hwdsb.on.ca/arc/wp-content/uploads/2010/11/North-ARC-Agenda-October-4.pdf>

**2.1 Additions and Deletions** – None

**2.2 Approval or the Agenda** – The agenda was approved by consensus.

**3.0 Data and Option Updates – Mr. Del Bianco Del Bianco**

Mr. Del Bianco went over the list of updates and data requests.

There were no questions.

**4.0 Accommodation Options**

**4.1 Full committee discussion of accommodation options** – Daniel Del Bianco

Mr. Del Bianco explained the boundaries and went over the options 2, 3 and 4 again as a refresher for the Committee. To see the options please click on the following link: <http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/North-ARC-Summary-Options-Sept-13-2011.pdf>

Mr. Del Bianco spent some time reviewing the Financial Summary as well. To see the Financial Summary please click on the following link: <http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NORTH-ARC-FINANCIAL-SUMMARY-SEPT-13-2011-2.pdf>

Q. Have you looked at what will happen to the students while a new school is being built? Will the students stay at their existing schools?

A. Yes we have looked at that. We would work toward as little disruption as possible.

Q. If we are looking at building a new school we would have to look at a way of funding this until the new school is ready and the students have been moved over. Am I correct?

A. Yes

**4.2. Accommodation Options for the Public Meeting** – Daniel Del Bianco

Mr. Del Bianco asked the Committee if there was anything that they heard at the South ARC joint meeting on September 15, 2011 that they would like to discuss.

Mr. Root shared that he has been in contact with some of the South ARC members since that meeting. He shared that they would also like to see a system school in the lower city.

Mr. Hart asked if, as a group, they had decided what their plans were for the Parkview students.

Q. Do we want the Parkview program as it is? How does that fit into what we as an ARC are doing?

Mr. Root stated that Marco Barzetti did a presentation on the Orchard Park students. Mr. Root feels that some of the students at Parkview and Mountain would benefit in an inclusion program. He shared



that these are not the students that they are concerned about. He still feels that there needs to be a separate school for these special students. He shared that there should be a special school as well as a program for inclusion for those who are ready. He shared that Nancy Leach is finding mentors for some of their graduating students. Mr. Root would like to look at a complex notion of inclusion and perhaps we could look at a wing. What would that look like? We have not heard from the Principals and he feels that we should hear from the Principals since they are the front line leaders.

Nancy Leach gave a summary of what she heard at the last meeting:

#### HWDSB System School and Community Centre

- Close Parkview Secondary School and sell the property.
- A “wing” attached to a secondary school would be contrary to maintaining Parkview as an independent and distinct program. This would be a disservice to the students. Rather than put good money into a building that is outdated and in need of repair, we could build in the downtown core/code red area on the property of the new secondary school or Scott Park or on the property of a closed and demolished elementary school. Dollars generated from the sale of Parkview and monies from Community Organizations and The City will support the construction of the new building.
- Build a small **System School of Choice and Community Centre** for 300 to 400 students that would provide a holistic approach to serving all members of the community, especially the needs of our most vulnerable secondary students.
- The primary tenant would be a **HWDSB System School of Choice** for secondary students with similar programs to Parkview and Mountain as well as secondary alternative education programs, focused on innovation to meet the students’ needs and create secure futures for them.
- **The System School and Community Centre** would provide for the HWDSB Programs that could be lost through school closures (e.g. Delta’s Day Care Program, NYA:WEH Aboriginal Program, Alternatives for Youth Counsellors (AY), etc.).
- The building would include all of the tech shops and skills training that are present at Parkview and Mountain including the gyms, computer labs, Bake Shop, Kitchen, Cafeteria, Wood Shop, Auto Shop, Tech and Design, Greenhouse, Sewing, Cosmetology, Careers, Literacy, Transitioning Programs, Life Skills Coach for Graduates, etc.)
- The Cafeteria/Bakery Shop could serve the student population and as well as the community through a storefront or client seller.
- An auditorium should be built to serve the System School and Community Groups.
- The Community Programs could include Public Health, Social Work/Family Counselling, Family Medical Practice, seniors’ groups, recreational programming, youth groups, after school groups, YMCA initiatives, employment services-PATH, etc.

Mr. Barzetti shared that as a Principal he would give some feedback:



- The students who came into the inclusion program in Grade 9 are the same students that Mr. Root is concerned about and are now doing a great job and were in the video speaking about the inclusion program.
- He shared that the buildings of Mountain and Parkview are in very bad shape.

A Committee member stated that we want new beautiful high tech facility. We want great hands on programming. What Mr. Root is talking about in the system school she would like to see in every school.

Mr. Del Bianco shared that we need a very strong business case in order to convince the Ministry of Education to allocate the 32 million dollars for a new school.

Mr. Wibberley shared that the building of two new schools would be a tough sell to the Ministry of Education. He also shared that HWDSB could build a high tech facility when building one not two schools. Both schools could share these high tech classrooms.

C. We are making a lot of assumptions when we have not decided on what we are doing with the Parkview Facility. He shared that he has not heard a lot of people advocating for keeping the Parkview School open.

Another member felt that Parkview needs to close because it is an old building and we need to move forward with these students.

Q. Can we use the word annex instead of wing?

C. I would like to have the students share classroom space.

Mr. Del Bianco shared that all of the options look at keeping the Parkview program in place however this could be in a new building and when they are ready for transition then it would be easy to put in place.

A motion was put on the floor to remove option #2 – **There was consensus to remove option #2.**

Q. What benefit do we have in saying what the program will be? We should not be having a discussion on the Parkview program at this point in time.

Mr. Wibberley shared that we are looking at a school within a school and this model is compelling because it is very flexible without having to define what that is.

There was discussion amongst the members on the remaining two options.

C. Option 4 (Closure of Delta, Parkview and Sir Winston Churchill and construct a new school on an existing site (SWC) with a "Wing" for Parkview Program) – this feels like we are not closing the correct school?

Mr. Del Bianco confirmed that what he is hearing from the Committee is that ideally they would like a new site centrally located. **There was consensus to recommend a new centrally located school.**



Back up options could be options 3 & 4:

**Concept Option 3** -Closure of Delta, Parkview and Sir John A. Macdonald and construct a new school on an existing site (Sir John A. Macdonald) with "Wing" for Parkview Program

**Concept Option 4** -Closure of Delta, Parkview and Sir Winston Churchill and construct a new school on an existing site (SWC) with a "Wing" for Parkview Program

There was some confusion around what the remaining options would look like. Mr. Del Bianco shared that some boundary changes could be suggested to include changes to Orchard Park and Glendale and centrally locate a new school and this would address the long term enrolment needs.

C. Sir John A only draws students from the East and because it is a large school it will always be challenged to keep the enrolment up.

Q. How do we address long term enrolment and renewal needs of Sir John A Macdonald because it is such a large school?

C. Glendale is situated on a site with two other elementary schools. Also Bishop Ryan is building a new school on the mountain.

C. Sir Winston Churchill is a large enough site that it could house a new building. The kids could stay in school while they build a new school on the existing site and it has options available to work with the City and the Community Centre (s).

There was further discussion on whether to build a new school on Sir John A Macdonald versus building it on Sir Winston Churchill. Most Committee members felt that the new school needs to be in the Pan Am corridor.

Mr. Del Bianco shared that he feels that it would create excitement at the Public meeting if the Committee shared that the ARC's option is to build a new school in the Pan Am area.

A member felt that it was important to also share the types of special classrooms that would be offered in the new school. Mr. Del Bianco stated that we first need to share the option and then we will be looking at the program distribution because there are still other schools that need to be considered.

There was further discussion on this point.

Kevin Morton shared that perhaps we should not say the Pan Am corridor because that is a specific area that may not house the size of the school that they want to build. Centrally located would work better.

Superintendents Rocco and Joshua shared that HWDSB is looking at sharing the programming across the cluster and when the Board builds a new facility it will be "state of the art".

Jim shared that the committee could present more than one option and have a back up plan.

Q. Does rebuilding on SJAM even address the centre core?

A. It will not rebuild the central core.



A member feels that we need to be clear about why we are making this recommendation. At this point perhaps we could share what we are looking to work with the City and the possibility of a Community Centre.

Mr. Del Bianco stated that if we get down to one option then at the next working group meeting we could look at programming and what else the Committee would like to have.

Consensus was not given to close SJAM, Delta and Parkview with a new centrally located facility with an annex for Parkview. **A vote was taken and it was carried by an eight to one vote.**

The floor was opened to discuss an option B if they could not find a centrally located site.

Some Committee members felt that if we are serious about our option we should stick with the Committee's recommendation. It is not a decision it is a recommendation. It addresses the needs of the red code district.

Mr. Del Bianco shared that there does not need to be a plan "B".

**There was consensus given to present only one option at the public meeting. The option will be close Sir John A Macdonald, Delta and Parkview with a new centrally located facility with an annex for the Parkview students.**

**5.0 Minutes of the meeting of September 13, 2011**

**5.1 Errors or Omissions** – there were none.

**5.2 Approval of the Minutes** – The minutes were approved by consensus.

**5.3 Business Arising from the Minutes**

**5.3.1. Facility Partnerships** – Mr. Del Bianco updated the Committee on the Facility Partnerships. Out of the 18 expressions of interest the list has been narrowed down to three expressions of interest – one only wants to be involved with a new build and the other 2 haven't specified a panel (elementary vs. secondary school) or a specific location. These are very, very preliminary "expressions of interest". He stated the key thing to remember is that just because we want them in a particular school; it doesn't necessarily guarantee that they want to be in that school because of its location, size, lease costs, condition, etc.

**5.3.2 Other** – no other business.

**6.0 Other Business**

**6.1 Planning for the public meeting** - A Co-Chair and two presenters were established for the next public meeting. Mark Currie and Scott Barr volunteered to present and Grant will Co-Chair.

**6.2 Other** – Mr. Del Bianco asked the Committee to review the program strategy as well as the programs which are proposed for the North cluster of schools.

**7.0 Correspondence** – ARC West "Plan B" by Diana Kenel was submitted and shared with the Committee.

**8.0 Adjournment** – The meeting adjourned at 8:01 p.m.



### **Community Continuing Education (CCE)**

CCE provides programming in current elementary and secondary schools as well as in leased locations across the region. Community-based programs provide service in the following areas:

- *Adult Day School*
- *Literacy & Basic Skills (LBS)*  
Supporting the pathway to community living, our Literacy & Basic Skills Program (funded by MCTU) supports adults returning to school to enhance their academic skills or readiness to access the job market. The goal of the LBS Program is to enhance literacy skills and improve life skills.
- *English as a Second Language (ESL)*  
These programs are designed to support English language acquisition as learners pursue pathways such as Apprenticeship, College, University, Work or Community.
- *LINC – Language Instruction for New Canadians (LINC)*  
The purpose of LINC is to provide language instruction for newcomers to Canada. LINC is offered at five CCE sites and is funded through the Federal Government Citizenship & Immigration Department. The goal of the program is to assist newcomers in transitioning to Canada. Graduates of the LINC program generally transition into our ESL Program.

Client accessibility is paramount in Community and Continuing Education. The programs must be provided in the locations where the clients can access them. With this in mind, MCTU and CIC contribute towards the leases of our locations. In addition, the community-based programs generally have adult clients who are returning to complete a secondary school diploma. An “adult environment” is critical for their learning.

### **Alternative Education**

Secondary Alternative Education Programs are designed to meet the needs of students who are experiencing challenges in the traditional secondary school environment. These programs are offered in Board-owned sites (i.e. Crestwood, Parkside) and in off-site, accessible locations. The off-site locations provide students with a unique alternative environment. For example, the Turning Point program at Mohawk College is designed to place senior students in a post-secondary environment while providing access to the College’s resources (i.e. Career Centre).

The King William Centre is a joint project between CCE and Alternative Education, which is located in the downtown core. The program location is on bus routes and is easy to access. Prior to occupancy, the location was renovated to HWDSB specifications in order to provide an alternative learning environment. Programs located in community locations are able to provide students with flexibility in structure that is not always possible in a traditional secondary school.

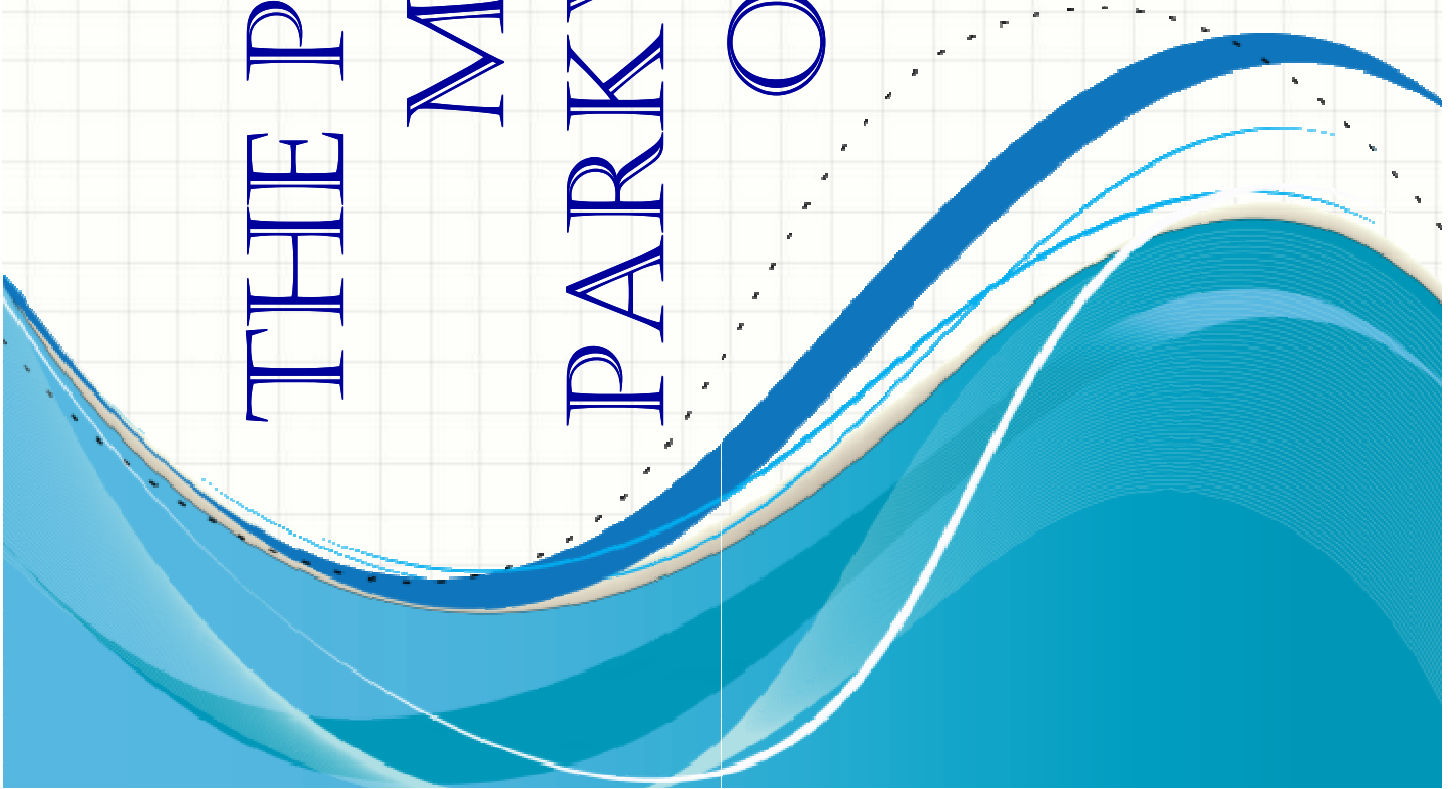


HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
LEASED SPACE REPORT

PROGRAM NAME	LOCATION	PURPOSE	HWDSB CONTACT	Sq. Ft.	ANNUAL PAYMENT (HST not included)	LEASE START	LEASE MATURES	LEASE ON FILE	COMMENTS
Parkway Learning Centre	140 Centennial Pkwy, Hamilton	CCE Learning Centre	John Whitwell, Principal of CCE	4,850	\$72,750.00	Oct. 1, 2010	Sept. 30, 2013	Yes	Funded in part by CIC
City Learning Centre	77 James St. N., Suite 348, Hamilton	CCE Learning Centre	John Whitwell, Principal of CCE	8,220	\$140,112.00 \$151,788.00 \$184,950.00	Feb. 1, 2005 Feb. 1, 2009 Feb. 1, 2010	Jan. 31, 2008 Jan. 31, 2010 Jan. 31, 2013	Yes	Funded in part by CIC
Mountain Learning Centre	565 Sanatorium Rd., Hamilton	CCE Learning Centre	John Whitwell, Principal of CCE	10,531	\$221,151.00	April 1, 2007	July 31, 2014	Yes	Funded in part by CIC and MTCU
James Street Program	100 James St. S., Hamilton	Alternative Education	Chuck Buttle, Principal Sec. Alter Ed.	4,480	\$53,760.00	Feb. 1, 2004	Jan. 31, 2012	Yes	
King William Learning Centre	225 King William St., Hamilton	Alternative Education- N'Gage Gateway/Safe Schools CCE Learning Centre	Chuck Buttle, Principal - Alter Ed. John Whitwell, Principal of CCE	17,640	\$194,040.06 \$202,860.00 \$211,680.00 \$229,320.00 \$246,960.00	May 1, 2008 July 1, 2011 July 1, 2013 July 1, 2015 July 1, 2018	June 30, 2011 June 30, 2013 June 30, 2015 June 30, 2018 June 30, 2019	Yes	Split between CCE and Alter Ed. Payments includes leasehold improvements that are being amortized over 11 years  Funded in pat by MTCU
Mohawk College	Fennell and West 5th	Turning Point	Chuck Buttle, Principal Alter Ed.	TBD	TBD	TBD	TBD		



# THE PROFILE OF THE MOUNTAIN/ PARKVIEW STUDENT OF TODAY ...





...IS NOT THE PROFILE  
OF THE  
MOUNTAIN/PARK VIEW  
STUDENT OF  
YESTERDAY





# Today's Student at Mountain and Parkview are ...

1

- Diverse

2

- Exceptional

3

- Uniquely Challenging



# Diverse

Mountain/Parkview  
students can come from  
all areas of Hamilton,  
diverse backgrounds, and  
classroom settings:



# What this means...

**The majority of Mountain/Parkview students often come from a classroom that:**

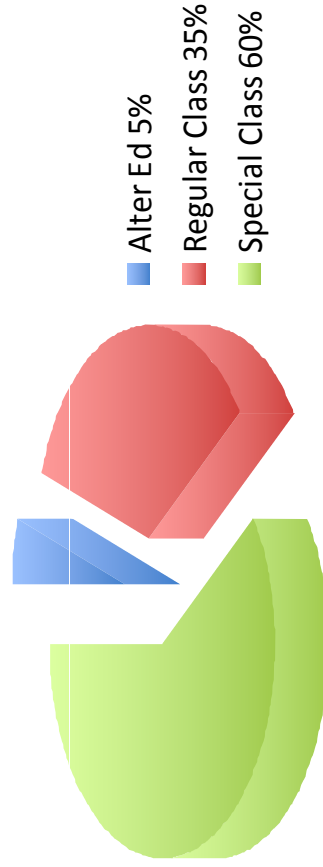
- Was highly structured with an emphasis on routine.
- Had no more than 12 students, with one teacher and Educational Assistant support
- Followed a curriculum that was modified to meet their individual needs.
- Generally interacted with one set of classroom peers.
- Had one core teacher with one teaching and classroom management style.



# STUDENTS COME FROM A VARIETY OF CLASSROOM SETTINGS

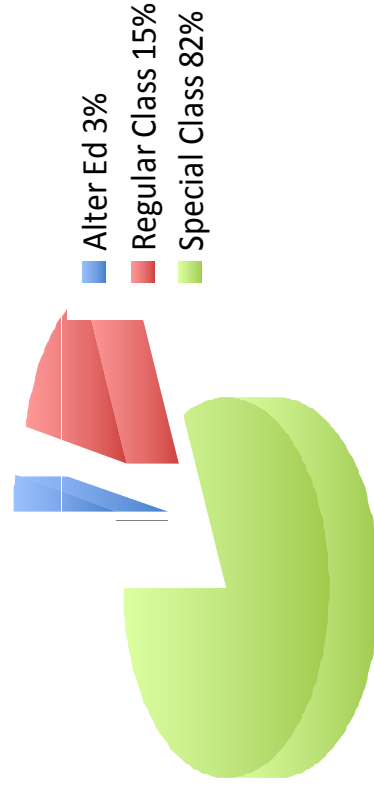
## Parkview

Grade 8 Classroom setting



## Mountain

Grade 8 Classroom setting





# What are the challenges for many of our students?

- Reading their timetable
- Navigating the school and new social situations
- Finding assigned lockers
- Remembering lock combinations
- Fearful to ask for help
- Remembering and learning new school routines
- Transitioning to more significant academic demands



# **For Example:**

**Managing the change of eating lunch in a secondary school setting is a struggle and a source of anxiety for many of our students**

Where to eat?

Where to sit?

Who are my friends?

What food to order?

What is the correct amount to pay?

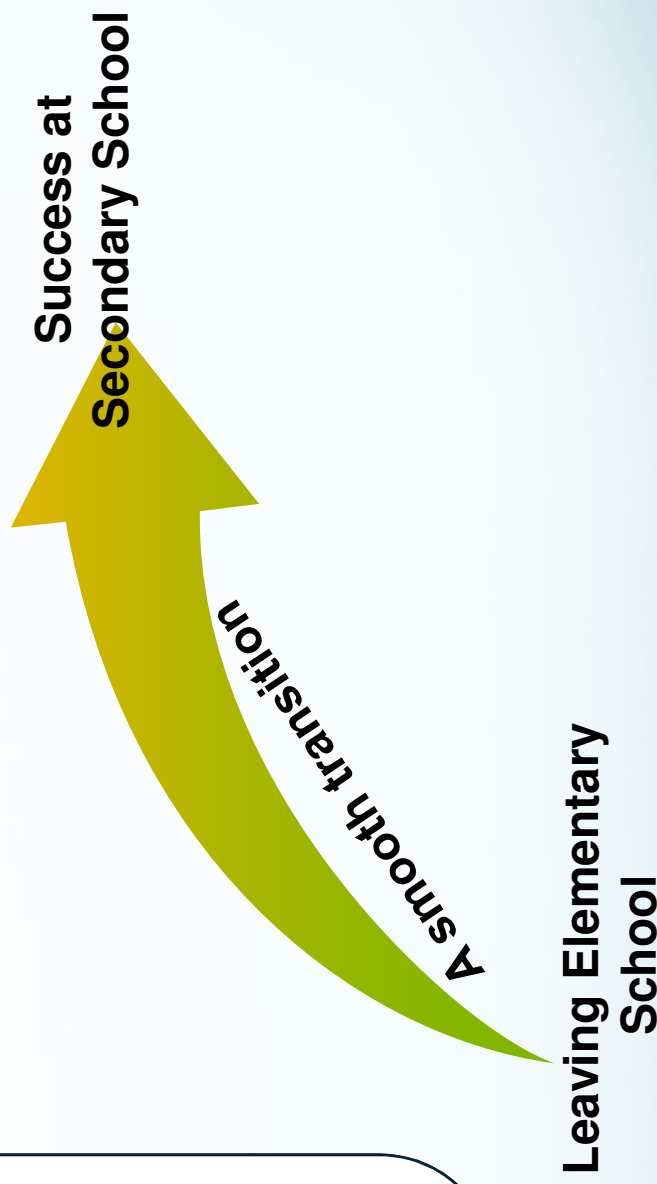
Coping with a busy lunchroom environment.



# Transitioning to Secondary School

A smooth transition for new Grade 9 students coming from Elementary School Classes is imperative. Success needs to be experienced from the moment the student enters the doors of a Secondary Educational setting.

**Preparation is key!**





# Transition to Mountain/Parkview:

## Classroom Setting

**Educational Assistants and other support staff are involved in at least 3 of 4 grade nine classes;**

**Year-long core courses, allowing for continuity, consistency, and mastery of expectations;**



# Transition to Mountain/Parkview:

## *Why It Works?*

**A small educational environment allows for greater personal engagement between transitioning students and all staff members (Caring Adults - from administration to custodial);**

**Ongoing review and support from Guidance, Resource, Nya-Weh program, Classroom teachers, Caring Adults and Community Agencies to assist students with all areas of need to ensure transition to secondary setting remains successful**

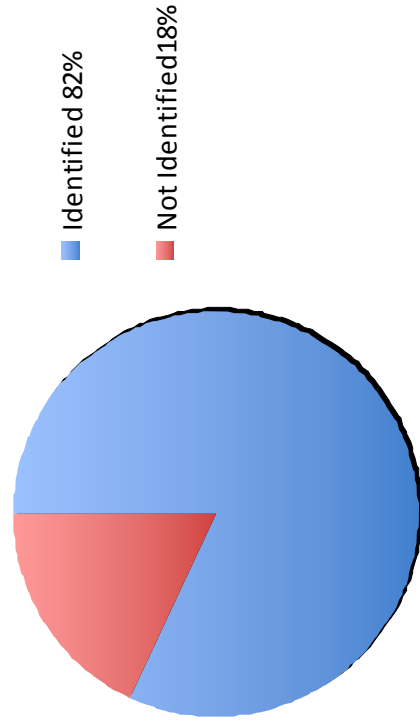


# Mountain/Parkview

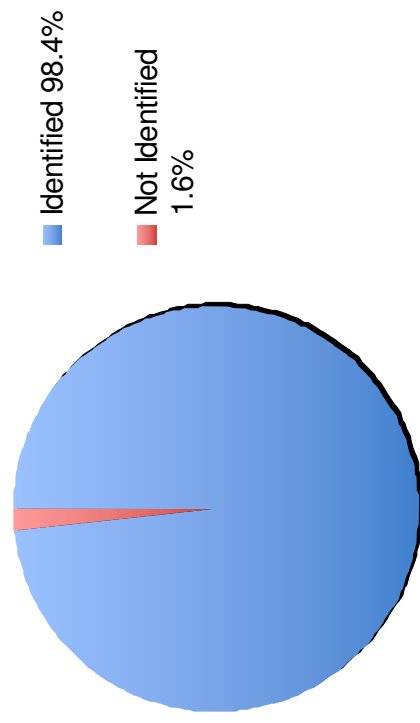
## Identification Statistics

- **Parkview: 82% of students currently identified as exceptional and have an Individual Education Plan**
- **Remaining 18% have an Individual Education Plan**
- **Mountain: 98.4% of students currently identified as exceptional and have an Individual Education Plan**
- **Remaining 1.6% have an Individual Education Plan**

Parkview data



Mountain data





# EXCEPTIONAL

## Exceptional Pupil:

A pupil whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program.

### **Common Exceptionalities of Mountain and Parkview Students:**

**MID**

Mild Intellectual Delay

**Communication-LD**

Learning Disability

**Communication-ASD**

Autism Spectrum Disorder

**Behaviour**

Behaviour problems that adversely affect educational performance

**Multiple**

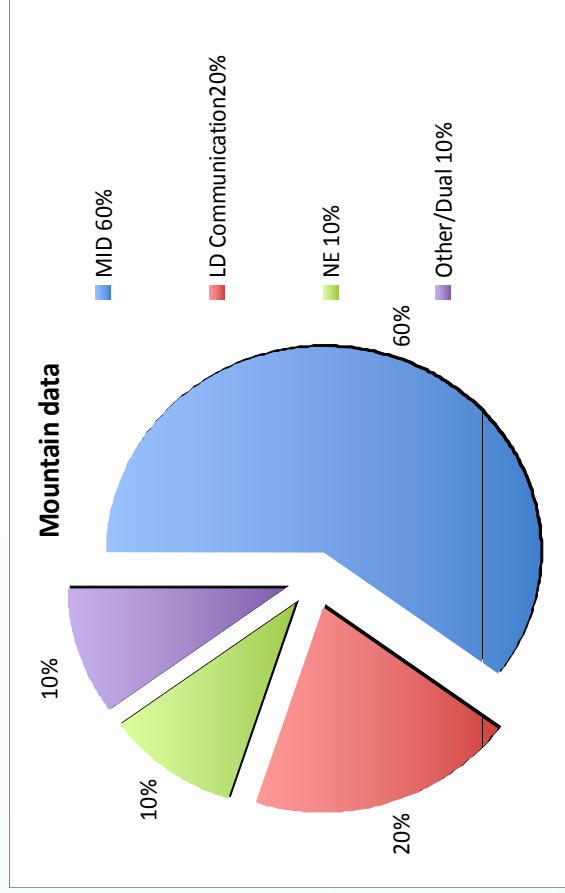
Has been Identified with more than one Exceptionality

**NE**

Not Identified as Exceptional

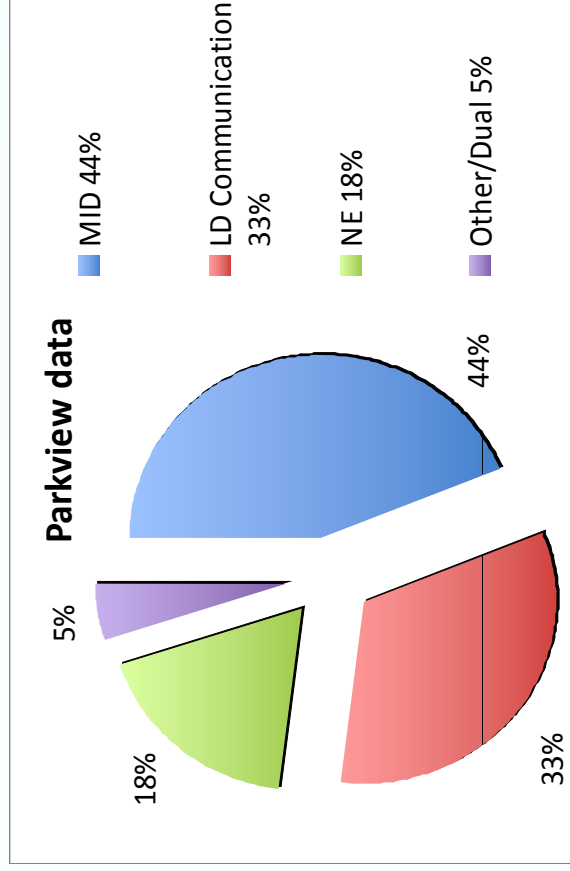


# Exceptionality by Category



**\*Other/ Dual**: represents exceptionalities such as Autism, Behaviour, Speech and Language Impairments, Physical and Hearing Disabilities, etc.

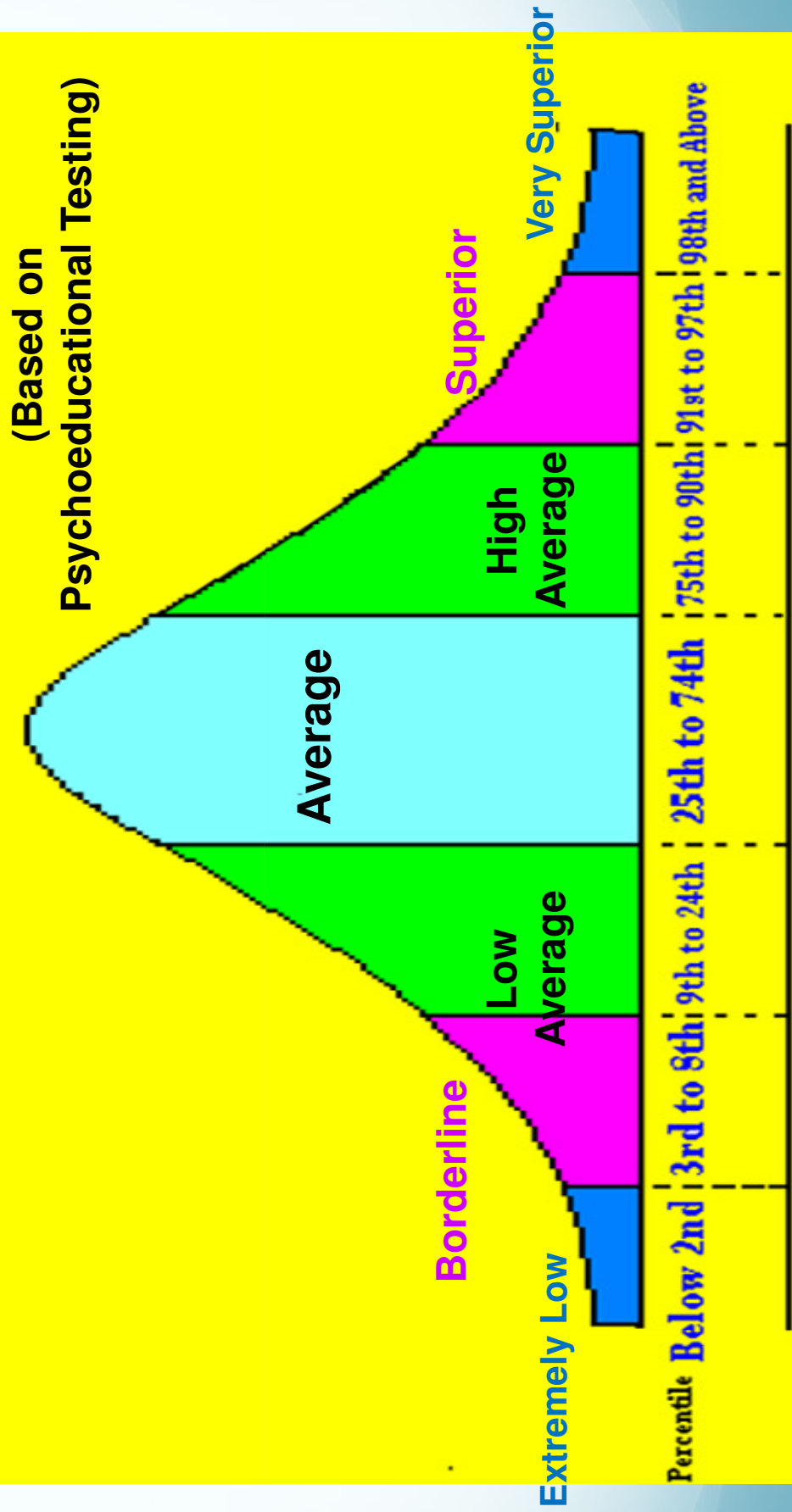
**100%** of our students are on I.E.P.s and have been **“placed”** into Secondary School, rather than **“promoted.”**



**\*Other / Dual** represents exceptionalities such as Autism, Behaviour, Speech and Language Impairments, Physical and Hearing Disabilities, etc.

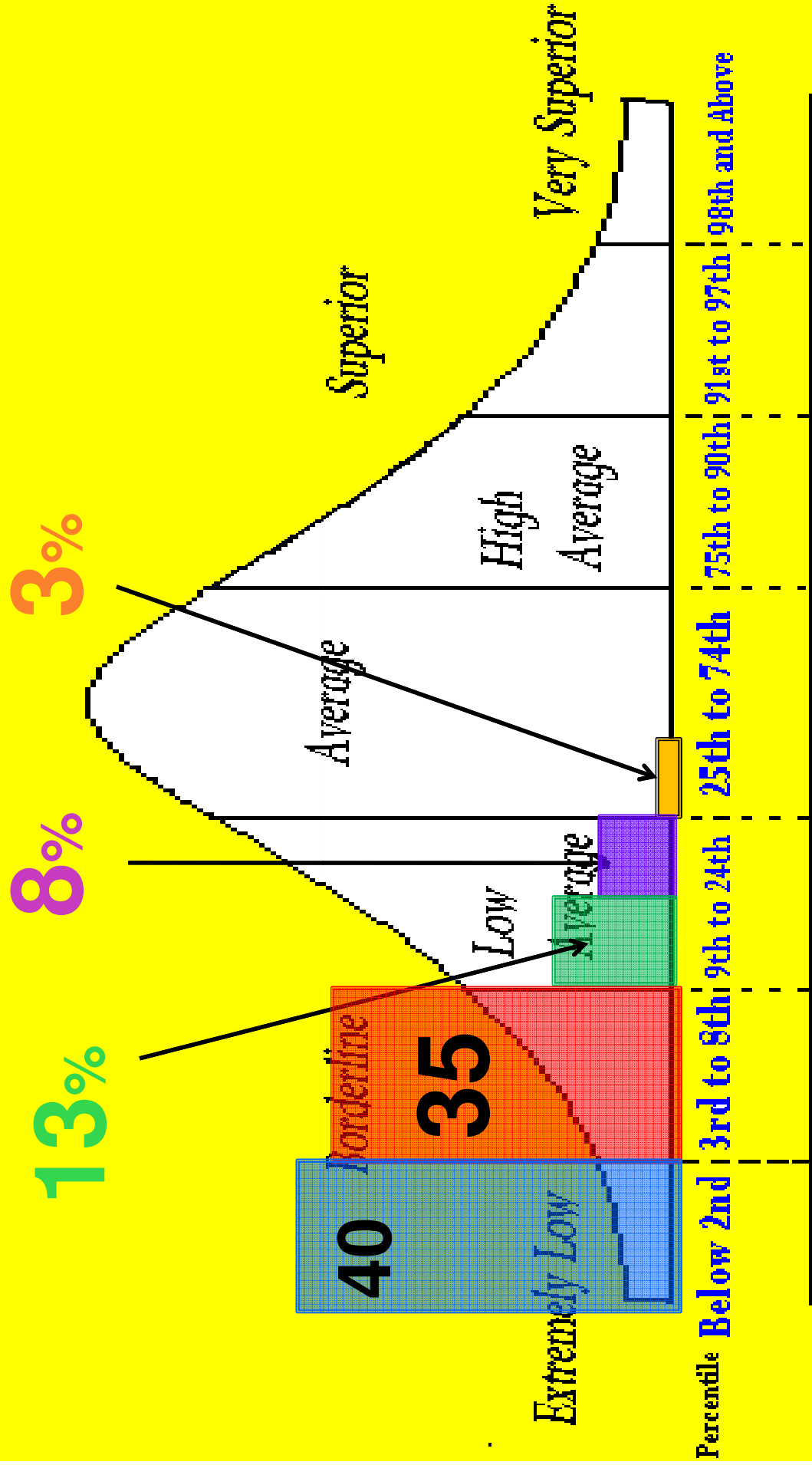


# Classifications Used in all Following Data





# How do Mountain and Parkview students compare to the "Norm"?





# Basic Skills

*Students entering Mountain and Parkview have reading comprehension and math challenges.*

*Average Reading Comprehension Grade Equivalency is approximately:*

<i>Parkview</i>	<b>3.1</b>
<i>Mountain</i>	<b>3.0</b>

*Average Computational Skills Grade Equivalency: **3.3***



# What do we need to consider when differentiating instruction?

## Verbal Comprehension

- student difficulty with grasping lecture-style instruction
- students struggle with listening to long passages and being asked to answer questions
- students struggle with following multi-step oral instructions
- a need to minimize background noise and discussion while students are learning



# **Working Memory**

- remembering oral information (e.g., multi-step instruction)
- maintaining attention and concentration
- multi-tasking (will need step-by-step written/pictorial instruction; will need to be assigned one task at a time)
- solving multi-step problems in Mathematics
- decoding (breaking words down)
- reading comprehension (understanding what you have just read)



## **Processing Speed**

- processing verbal information (e.g., if asked a question, the student may take much time to formulate an oral response; might appear to be daydreaming or unengaged)
- copying information quickly and accurately
- completing tasks in an allotted time
- keeping up and contributing to class discussions



# **Perceptual Reasoning**

- understanding visual information (e.g., grasping information on blackboard or smart board, etc.)
- doing math (patterning, visual sequencing, long division, etc.)
- demonstrating good executive function (e.g., may misunderstand social cues or appropriate interactions)
- comprehending maps, grids, graphs, etc.
- coping if too much learning is presented through pencil & paper seatwork
- understanding abstract concepts (verbal and visual); learning has to be concrete and related to real life experiences



# Other contributing factors that may be affecting Mountain and Parkview students

- Drug and Alcohol Abuse

- Crown Ward Status and CAS involvement

- Adoption

- Generalized Anxiety Disorder

**Social Anxiety Disorder**

- Obsessive Compulsive Disorder

- FASD

- Attachment Disorder

- Tourette Syndrome

- Self-Esteem / Self Confidence Issues

- Depression Issues

- Puerile coping and reasoning skills



# Plus other

..... Attention and Behaviour Disorders such as .....

- **Oppositional Defiance Disorder**

- **Post Traumatic Stress Disorder**

- **Intermittent Explosive Disorder**

- **Disruptive Behaviour Disorder**

- **Conduct Disorder**

- **ADHD**



# More information about our students....

**44%** of the grade 9 and 10 students have either diagnosed **ADHD** or **clinically severe attention issues**.

**8%** of the grade 9 and 10 students have formally diagnosed conditions such as **Post Traumatic Stress Disorder, Anxiety Disorder, Oppositional Defiance Disorder, Disruptive Behaviour Disorder, etc.**



# WHAT DO OUR STUDENTS TELL US THEY BENEFIT FROM?

- To be part of a community, within which they feel they belong,*
- To feel equal to their peers*
- Adults and mentors who will assist them with self-regulation, rather than trying simply to curb their behaviours,*
- Adults who are aware of and empathetic towards their social-emotional / behavioural needs*
- Teachers and Educational Assistants to know their strengths and needs, and program accordingly*
- Small, personal environments so they can be successful,*



# Thank you

**Wanda Bielak & Paul Beattie**

**September 2011**



**North Accommodation Review Committee (ARC)  
Public Meeting**

**October 25, 2011  
6:30 pm**

**Sir Winston Churchill Secondary School Auditorium**

**AGENDA**

- 1. Welcome and Introductions**
- 2. Opening Remarks**
- 3. Presentations**
  - 3.1 Brief Overview of the Accommodation Review Process**
  - 3.2 Work Completed by the North ARC**
  - 3.3 Accommodation Option Created by the North ARC**
  - 3.4 Next Steps**
- 4. Questions/comments from the public**



**Hamilton-Wentworth District School Board (HWDSB)**

**North Accommodation Review Committee Meeting**

**Sir Winston Churchill Secondary School**

**October 25, 2011**

**Public Meeting #3**

**Minutes**

**Attendance:**

**Committee Members**

***Chair –Vicki Corcoran***

***Voting Members –Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Laura Gill, Marie Jackson, Rick Kunc, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Lawrie Cook, Glenn Cooke, Geoff Coombs, Mark Currie, Jim Holubeshen, Peter Joshua, Nancy Leach, Ray Mulholland, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White***

**Regrets**

***Voting Members –Sandra Binns, Jane Henry, Mohamud Mohamed***

***Non-Voting Members –Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla, Maria Pearson, Carol Town***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton***

**Recording Secretary**

***Tracy McKillop***

**1.0 Welcome and Introductions – Vicki Corcoran**

Superintendent Vicki Corcoran welcomed everyone to the third North ARC public meeting and thanked them for their interest in the process and the contribution that they will make to the accommodation review. She also shared that she will be working with a co-chair appointed by the Committee. Mr. Grant Thomas is a member of the North ARC as a community representative. Superintendent Corcoran



introduced each of the Committee members as well as the Resource Staff, Jim Wibberley and Daniel Del Bianco and Mr. Kevin Morton from the Facilities Department.

### **2.0 Opening Remarks** – Vicki Corcoran

Superintendent Corcoran stated that at tonight's meeting we will do four things:

The first is to provide an overview of the accommodation review process.

The second is to offer a look at the work completed by the North ARC at its meetings. If you are interested, all the information the Committee has received and approved minutes are available to the public on the Board's website.

Thirdly we will share the accommodation options developed by the North ARC and what the next steps will be.

And the fourth piece is to provide members of the community the opportunity to ask questions and make comments.

### **3.0 Presentations** - Daniel Del Bianco, Mark Currie and Scott Barr

#### **3.1 Brief Overview of the Accommodation Review Process** – Daniel Del Bianco

To view the presentation please click on the following link: <http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/North-ARC-Public-Meeting-3-October-25-2011.pdf>

Mr. Del Bianco reviewed "Why we are here tonight" as well as the ARC process. Mr. Del Bianco explained the Terms of Reference <http://www.hwdsb.on.ca/arc/wp-content/uploads/2010/11/Secondary-North-TOR1.pdf> well as the difference between the working group meetings and the public meetings. He shared that the ARC works hard to achieve a recommendation and upon completion this report will go to the Board of Trustees (BOT) where they have a minimum of 60 days to make a final decision. Mr. Del Bianco shared the ACR timelines and stated that all of this information is on the Board web site [http://www.hwdsb.on.ca/arc/?page\\_id=8](http://www.hwdsb.on.ca/arc/?page_id=8)

#### **Why we are here tonight?**

- Provide an overview of the Accommodation Review Process
- Review the work completed by the Accommodation Review Committee (ARC)
- Review of "Concept Options" created by the ARC
- Next Steps of the ARC
- Receive input from the community on the ARC process and concept options

#### **The Accommodation Review Process**

- The process follows Ministry of Education guidelines, Board Policy and the Terms of Reference
- There are Committee working meetings and public meetings
- All meetings are open to the public
- The Accommodation Review Committee (ARC) is tasked with developing an accommodation solution that will address the long-term requirements of the community



### **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 final decisions

### **ARC Timelines:**

- 10 Working Group Meetings
- 4 Public Meetings
- Work scheduled to conclude in January 2012
- After receipt of final report Trustees have to wait a minimum of 60 prior to voting on a final decision

### **The mandate of this committee, acting in accordance with the Board's Pupil Accommodation Review Policy, is to produce a report to the Board that encompasses the following:**

- a) Accommodation:** Develop recommendations to maximize the utilization of Board facilities in the review area with a target of 100% utilization for a future ten-year period
- b) Facility Condition:** Develop recommendations for capital improvements (i.e. repairs, renovations or major capital projects such as new construction) into existing facilities and sites along with a funding strategy to pay for those improvements.
- c) Program:** Develop recommendations around the strategic locations of Secondary School programs.
- d) Transportation:** Develop recommendations that address the implications of other recommendations on pupil transportation.
- e) Funding:** Develop a funding strategy to address any capital works that are contemplated in the recommendations above.
- f) Implementation**
- g) Scope:** Delta – Glendale – Orchard Park - Parkview - Sir John A. Macdonald – Sir Winston Churchill
- h) Timeline:** Final ARC Report Due on January 12, 2012

### **Initial Information Presented to the North ARC:**

- School Information Profiles (SIP)
- Accommodation recommendation prepared by senior administration
  - Close Delta and Parkview (June 2013)
  - Relocate students to existing facilities (September 2013)
- Correspondence from the community

The Committee have looked at the School Information Profiles (SIP) which are profiles of all the schools involved in this ARC and contain 181 items.

Mr. Del Bianco shared the Staff Recommendation. He explained that the Board is mandated to come up with a recommendation by the Ministry. Mr. Del Bianco indicated that the Board decided to put their recommendation out early in the process to initiate discussion. The Program Strategy has been shared with the Committee as well as the correspondence that has been received to date.

Mr. Del Bianco ended by encouraging everyone to view the web site or feel free to attend the meetings.



**3.2 Work Completed by the North ARC** – Mark Currie

Mark Currie shared what the Committee has been working on since the last public meeting as well as the additional information that was requested by the North ARC Committee.

**Since Our Last Public Meeting**

- 3 Working Group Meetings
- 1 Joint meeting with the South ARC to review vocational school programming
- 3 presentations from community groups
- Finalized our accommodation option

**Additional Data Requested by the North ARC:**

- French Immersion enrolments by school
- Projected enrolments vs. actual enrolments (2006-2010)
- Ministry of Education enrolment trends (2002-2014)
- Social Planning & Research Council Report (2011)
- HWDSB Facility Management Dept. presentation
- HWDSB summary of secondary capital expenses (2000-2010)
- HWDSB summary of leased space
- HWDSB summary of community continuing education
- SEAC presentation regarding Mountain/Parkview schools

**Summary of Working Group Meetings:**

- **Working Group Meeting #6 (June 14, 2011)**

- Presentation: Terry Cooke, Hamilton Community Foundation
- Presentation: HWDSB Facilities Management Department
- Develop concept options in break-out groups
- ARC developed 4 concept options and directed resource staff to further explore them over the course of the summer

- **Working Group Meeting #7 (September 13, 2011)**

- Presentation: Paul Johnson: Director of Neighbourhood Development Strategies, City of Hamilton
- Large group discussion and review of concept options
- Proposed Boundaries
- Financial Impact
- ARC eliminates 1 of the 4 concept options and the staff recommendation

- **Meeting with the South ARC to discuss vocational programming (September 15, 2011)**

- **Working Group Meeting #8 (October 4, 2011)**

- Debrief of meeting with the South ARC
- Large group discussion and review of 3 remaining concept options
- ARC eliminates 2 concept options and votes to proceed to *Public Meeting #3* with Option #3

A chart was displayed which showed the additional options that were considered by the North ARC Committee.



### **3.3 Accommodation Option Create by the North ARC** - Scott Barr

Mr. Scott Barr shared the North ARC Recommended option #3 which is:

*Closure of Delta, Parkview and Sir John A. Macdonald  
Construction of a new school on a centrally located site*

Mr. Barr shared the enrolment and capacity challenges faced by the North ARC and the utilization changes that would occur under the ARC option #3. He shared the rationale for their option as well.

#### **Rationale for ARC Recommended Option:**

- Fulfills Mandate of the Committee
  - Opportunity for enhanced programming at new facility
  - Improves facility utilization
  - Increased long-term enrolments at the remaining facilities
  - Results in a positive impact on the long-term maintenance, operational and renewal costs of the Board
  - unfunded liability
- Even distribution throughout the North cluster of schools
  - Minimize travel times/ distances for students
- Consistent with what we have heard at our public meetings and delegations at our working group meetings
- Renewed presence in the downtown core

### **3.4 Next Steps** – Scott Barr

Mr. Barr shared the next steps for the North ARC.

#### **Next Steps of the North ARC:**

- **Working Group Meeting #9** (November 15, 2011)
  - Review community input from Public Meeting #3
  - Determine implementation strategy
  - Finalize program strategy
- **Public Meeting #4** (December 6, 2011)
  - Present ARC recommendation and program strategy
- **Working Group Meeting #10** (January 10, 2012)
  - Review community input from Public Meeting #4
  - Finalize ARC report
- **Final ARC report is due January 12, 2012**

Co Chair Grant Thomas reviewed the meeting norms which were distributed to the public along with the Agenda. He shared that it was important that there be a full and respectful dialogue about the matters before this Committee and these norms would help to achieve that.

### **4.0 Questions/Comments from the public:**

Q. There was concern expressed regarding merging all of the students into one school. How are you going to deal with issues if we add more students than we currently have? Bullying and self esteem issue are not being delta with now.



A. Superintendent Pat Rocco shared that we have a lot of inclusive schools with mentorship programs. The larger piece is that there will be a thorough transition plan so staff, students, and the new administration will be the key in merging these three schools and this will be an ongoing process.

C. Class size affects education. Poverty affects this as well. We can not handle bullying now so you think that you are going to be able to do that in a larger school.

C. I am appalled and this in no way should be an option.

Superintendent Peter Joshua spoke of class size and program. He shared that the attention and class sizes will be appropriate for the students. In this new school the plan is to continue to support the students with the specialized programming in order for them to feel comfortable and safe.

C. This is a very large population of school.

A. The model is based on students having flexible schedules because not all of the students will be in the school at the same time and not the same way.

Mr. Del Bianco clarified the sale of the land would be sold at fair market value not for one or two dollars. The three schools equal almost 9 million dollar based on a fair market value. The Board has a fixed income so they have to make a decision of where they are going to apply the fixed income. The Board has to spread that funding over 115 schools. Mr. Del Bianco shared that the Board can't ascertain the land for the new school until the Board of Trustees (BOT) have made their final decisions.

C. A woman shared that she has been dealing with her daughter's issues for years and now that she has been in Parkview for two years she has not had to worry about her. She feels that she is not hearing any consideration for the Parkview students.

Superintendent Joshua stated that the Board will provide small class sizes of specialized programming with the same resources. He shared that the Board is very mindful that this is necessary and they will continue with these supports. The Board will have an appropriate transition plan in place for these students.

Mr. Barr stated that the Committee will be discussing programming at the next working group meeting and they will be definitely be looking at the needs of the students.

C. A student spoke of bullying and how she has suffered from bullying. She feels that students with IEP's won't want to come to school and they will skip school.

Superintendent Joshua spoke of a small class environment and the need for safety and shared that it is very much a part of the program strategy. Specialized programming is going to be in place and when the students are ready then they can work toward inclusion.

Q. What will happen to the Delta property?

Kevin Morton shared that this is a recommendation only. The process will not start until a final decision has been made. Mr. Del Bianco stated that there is an entire process that needs to be followed before any property is sold.



C. It isn't programs that we worry about it is the bullying that we worry about. Putting these kids within a regular school should not even be a possibility.

A. The wing was not mentioned tonight. An annex/wing would be attached to the new school and if and when the students are ready to transition they can join some classes in the composite school.

Q. A teacher at Parkview who has taught for 25 years with high risk students shared that a sense of belonging is the only thing that will make these kids a success. Alt Ed programs came out of the Harris government. Are we going to repeat history again? These students need a school of their own. They will not join any extra curricular programs in a large school. Inclusion does not work for these kids and the written theories do not work. Experience tells me that these kids need to feel safe and secure.

C. A student with ADHD and a learning disability shared that she went to Parkview and now goes to Sir Winston Churchill. She would not be where she is today without Parkview.

Superintendent Joshua shared how important the annex is for those students who want to be separate and as long as they want that type of support then they will have it.

Michael Root stated that he has been speaking for a small school and stated that the Committee and Board are not hearing the voice. These students don't want an annex they need to be in a small school. Rationality is nothing without emotions. We have decided to close three and have a new school. He indicated that this is the time to say what needs to be said about programming.

A Committee member shared that he was a Principal at Parkview and cares deeply about the students. He stated that in meetings there are always different opinions amongst the members. At a working group meeting he stated that if the Committee is to make a recommendation and follow the mandate then they need to address the utilization challenge of the physical building then discuss the programming.

C. Please keep Parkview open. These children need a separate school and can we join the kids from Mountain and Parkview and have a school for these students.

C. Cody asked the Committee to stop treating them as numbers and treat them as human beings.

A Parkview parent shared that the school and staff really saved his daughter and they supported them. We need these small schools because there is just too much bullying. The school has done so many great things.

C. A Special Ed student stated "you need Parkview and we need to be your first priority. I am standing up and speaking about what is important to me and I would never have been able to do this before."

C. Scott Park is still vacant. We have a huge French immersion population in our area and so many of our kids go to Westdale so why not put the program into Delta. You are killing our community.

Q. Has the Ministry been consulted about the closure and the effects on Parkview students?

A. That would not fall under the ARC's mandate.

Q. Statistically how do other Boards handle a situation like this?



A. There are 72 school boards and there are some parameters mandated by the Province for Special Education as well. How that is set up is determined by the Board. Each Board can set the program up as they see fit. We as a large Board have varying classes.

Mr. Del Bianco stated that the Ministry puts the ARC process on the ARCs plate.

Q. What are the qualifications of the School Board or are there any external agencies that would support or disagree with the effects on the Parkview students?

Superintendent Joshua stated that the Ministry does give a mandate on what students need. I am not really sure how to answer that question.

Q. Should we be pushing the Trustees to hear our concerns? There is a very large piece of the puzzle that is not being heard. The message is loud and clear regarding the small school. These students have been able to stand up and speak and share how they have developed in the smaller school. They have given just cause why the stand alone school is necessary for them.

C. The students are going to get bullied. What classrooms are going to be on our side? Mountain and Parkview should have there own school.

C. All of the buildings that have been sold are sitting empty and they are falling apart. Fix the old buildings and have teachers for the students who need them.

Mr. Del Bianco shared that there are 5500 students in the north cluster. It has been a challenge for the ARC Committee to come to a decision. We want to keep the Parkview students together and have the programming for them. We have all of the Communities not wanting a school closed in their area. It is easy to say don't close our school; however, give us some concrete ideas to come up with solutions. Our funding is based on students. The reality is the enrolment is going down so the funding is going down and this is the biggest challenge. The Committee says how do we address the needs of the North cluster. For every dollar of funding there is 18 dollars of need. This is the challenge that we face.

Nancy Leach shared that if the Committee got bogged down with emotion then they would not get anywhere. At every meeting we had 80 -90 % of the Committee who were concerned about the students at Parkview. We are not eliminating the program only the building because the building is a mess. We want to keep the program separate. So help us to do that, work with us, don't stand and attack us. We can't make a recommendation for another ARC and we have to work within our own Terms of Reference.

Steve Calverley stated that he has attended the entire working group meetings and wanted to thank the Committee for having presentations from the Community. At the last working group meeting there was something much more concrete about what would be available for Parkview students so are we slipping away from that. Until the matter of the Parkview students is heard and dealt with it will be a real show stopper. I understand that there is analysis; however, I believe that these students need to be adequately supported. We need the Parkview students more than they need us.

C. I am concerned that you are going to open a program at Glendale and then not have the enrolment to run the program. What are you recommending for French immersion (FI)?



Superintendent Joshua shared that the Board would not start a FI program unless there was a viable need. It is dependent upon student interest and student demand in order to have a viable program. Programming will be addressed at the next public meeting.

C. A lady spoke about the sense of belonging at Parkview. What would be the impact of closing down the three schools?

Mr. Del Bianco shared that the Community Groups that presented to the Committee indicated that a new facility in the downtown core would benefit the Community. All three community groups expressed the importance of revitalizing the downtown core. They are looking at supporting this in their own way along with the Board of Education. The area would be between Sir John A Macdonald and Delta.

C. A Delta student shared that he applied to Westdale for FI and was told that it was at Delta. He indicated that he can't afford \$71.00 for a bus pass to attend another school.

C. A resident in South Sherman area shared that she is excited about the work that is being done in the downtown area. She asked "how are you going to get the students to the school?" How are kids going to have access to e-learning when they reside in the code red district?

Superintendent Joshua shared that e-learning and distance learning is just one option. There was concern about too many students in the building and meeting the student's needs so this is just one option. Flexible time tables are another option.

C. A concerned citizen acknowledged the staff from Parkview that took a risk and spoke out in public. She stated that "senior management defend integration yet your staff and your students are telling you that it is not the reality." She indicated that she was dumbfounded that it is not having an impact on the Senior Staff or the ARC. She stated "you need to have a plan or a vision. Why is enrolment down? I would like to say that we have the best education system in Hamilton and I don't feel that we can say that."

Mr. Del Bianco stated that the Staff did not have a choice they are mandated by the Ministry to come up with a recommendation. They decided to come out with their recommendation early so that they did not want the communities to think that they were hiding something. The Trustees do not have to choose one or the other of the recommendation. They can chose A or B or a hybrid of either.

Michael made an apology to Rick Kunc for any offence that was directed at him. Michael indicated that if the Committee were to recommend as a Spec Ed facility and right size it that would benefit the Parkview students. What is optimal? What do students need? This is an ideal time to step outside the box and make a recommendation to the Board of Trustees.

C. I resent having to send my child to a phantom school downtown. Some of these people can't afford to eat let alone spend money on bus passes. Some families share one bus pass.

A. Transportation will be addressed as well as part of the ARC recommendation.

Q. What happens if we do not have land for a new school? Do we have a plan B? If a new school was built where Ivor Wynn is with an annex for the Parkview School would the Parkview students be happy?



Let's think about the students. Are we serving the students who are ready to begin a bit of integration if they are at a separate school opposed to in an annex? What is best for all of the kids?

C. A woman asked the Committee to explore what they gain out of a shiny new school. What has bearing is what is in the bricks and mortar not the newness of the school. There is no merit in the bricks and mortar and not everyone can afford bus passes.

C. We want our kids to walk and get physically active; however, the students are not going to go downtown because it is too far. We need community schools and it is about the students not the dollars.

The Chair shared the dates of the next two meetings and thanked everyone for coming and sharing with the North ARC Committee.



## Secondary Pupil Accommodation Review Committee

# North Accommodation Review Committee Public Meeting #3

Sir Winston Churchill Secondary School  
October 25, 2011

Delta – Glendale – Orchard Park - Parkview - Sir John A. Macdonald – Sir Winston Churchill



## **Why are we here tonight?**

- Provide an overview the of the ARC process
- Review the work completed by the ARC
- Review of ARC recommended option
- Next Steps of the ARC
- Receive input from the community on the ARC process and proposed option





## Secondary Accommodation Review Committee



# Overview of the Accommodation Review Process



## **The Accommodation Review Process:**

- The process follows Ministry of Education guidelines, Board Policy and the Terms of Reference
- There are committee working meetings and public meetings.
  - All meetings are open to the public
- The Accommodation Review Committee (ARC) is tasked with developing an accommodation solution that will address the long-term requirements of the community



## **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 final decisions



## ARC Timelines:

- 10 Working Group Meetings
- 4 Public Meetings
- ARC work scheduled to conclude in January 2012
- After receipt of final report, Trustees have to wait a minimum of 60 prior to voting on a final decision

**Public Meeting #1 (February 22, 2011)**  
Overview of Accommodation Review Process  
Overview of School Information Profiles (SIP)  
Presentation of Board Option  
Opportunity for Community Input



**Public Meeting #2 (May 24, 2011)**  
Overview of Accommodation Review Process  
Information Presented to the ARC  
Opportunity for Community Input



**Public Meeting #3 (October 4, 2011)**  
Overview of Accommodation Review Process  
Presentation of ARC Recommendation  
Opportunity for Community Input



**Public Meeting #4 (December 6, 2011)**



**ARC Report to Director of Education**  
January 12, 2012



The mandate of this committee, acting in accordance with the Board's Pupil Accommodation Review Policy, is to produce a report to the Board that encompasses the following:

- a) **Accommodation:** Develop recommendations to maximize the utilization of Board facilities in the review area with a target of 100% utilization for a future ten-year period
- b) **Facility Condition:** Develop recommendations for capital improvements (i.e. repairs, renovations or major capital projects such as new construction) into existing facilities and sites along with a funding strategy to pay for those improvements.
- c) **Program:** Develop recommendations around the strategic locations of Secondary School programs.
- d) **Transportation:** Develop recommendations that address the implications of other recommendations on pupil transportation.
- e) **Funding:** Develop a funding strategy to address any capital works that are contemplated in the recommendations above.
- f) **Implementation**
- g) **Scope:** Delta – Glendale – Orchard Park - Parkview - Sir John A. Macdonald – Sir Winston Churchill
- h) **Timeline:** Final ARC Report Due on January 12, 2012



## **Initial Information Presented to the North ARC:**

- School Information Profiles (SIP)
- Accommodation recommendation prepared by senior administration
  - Close Delta and Parkview (June 2013)
  - Relocate students to existing facilities (September 2013)
- Correspondence from the community



## Keep Informed:

- All information is posted on the Board's website:
- <http://www.hwdsb.on.ca/arc/>
- All meetings are open to the public





# Work Completed by the ARC Since the last Public Meeting



## **Since Our Last Public Meeting**

- 3 Working Group Meetings
- 1 Joint meeting with the South ARC to review vocational school programming
- 3 presentations from community groups
- Finalized our accommodation option



## **Additional Data Requested by the North ARC:**

- French Immersion enrolments by school
- Projected enrolments vs. actual enrolments (2006-2010)
- Ministry of Education enrolment trends (2002-2014)
- Social Planning & Research Council Report (2011)
- HWDSB Facility Management Dept. presentation
- HWDSB summary of secondary capital expenses (2000-2010)
- HWDSB summary of leased space
- HWDSB summary of community continuing education
- SEAC presentation regarding Mountain/Parkview schools



## Summary of Working Group Meetings:

- **Working Group Meeting #6 (June 14, 2011)**
  - Presentation: Terry Cooke, Hamilton Community Foundation
  - Presentation: HWDSB Facilities Management Department
  - Develop concept options in break-out groups
  - ARC developed 4 concept options and directed resource staff to further explore them over the course of the summer
- **Working Group Meeting #7 (September 13, 2011)**
  - Presentation: Paul Johnson: Director of Neighbourhood Development Strategies, City of Hamilton
  - Large group discussion and review of concept options
    - Proposed Boundaries
    - Financial Impact
  - ARC eliminates 1 of the 4 concept options and the staff recommendation





## Summary of Working Group Meetings:

- Meeting with the South ARC to discuss vocational programming (September 15, 2011)
- Working Group Meeting #8 (October 4, 2011)
  - Debrief of meeting with the South ARC
  - Large group discussion and review of 3 remaining concept options
  - ARC eliminates 2 concept options and votes to proceed to *Public Meeting #3* with Option #3





## Additional Options Considered by the North ARC:

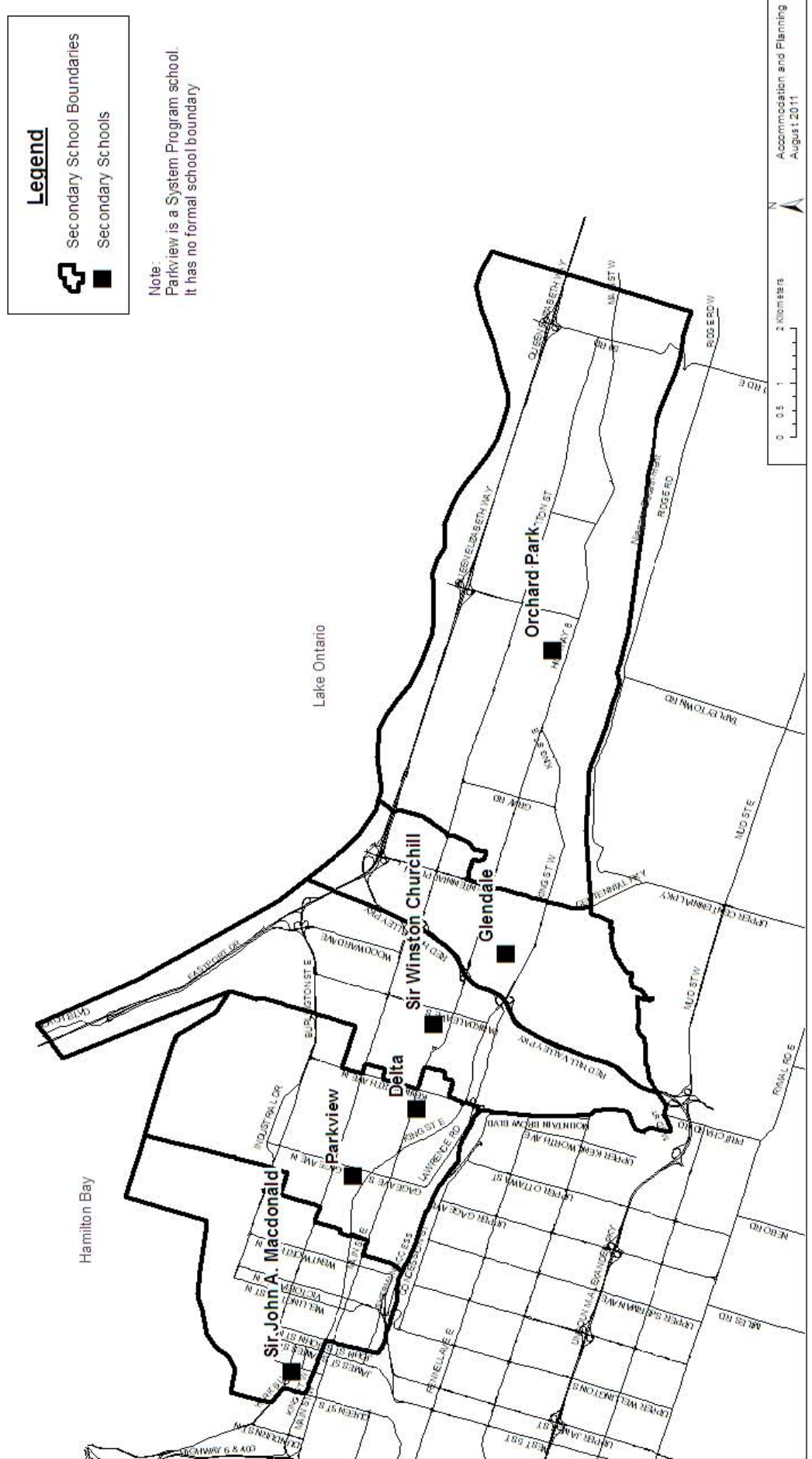
Proposed ARC Options	Delta	Glendale	Orchard Park	Parkview	Sir John A. Macdonald	Sir Winston Churchill	New School
Staff Recommendation	Close	Receives IC Students	Receives IC Students	Close	Boundary Change	Receives IC Students	N/A
ARC Option #1	Close	No Change	No Change	No Change	Boundary Change	Close	Yes
ARC Option #2	Close	No Change	No Change	No Change	Close	Boundary Change	Yes
ARC Option #3	Close	No Change	No Change	Close	Close	Boundary Change	Yes
ARC Option #4	Close	No Change	No Change	Close	No Change	Rebuild On site	Yes



# ARC Recommended Option

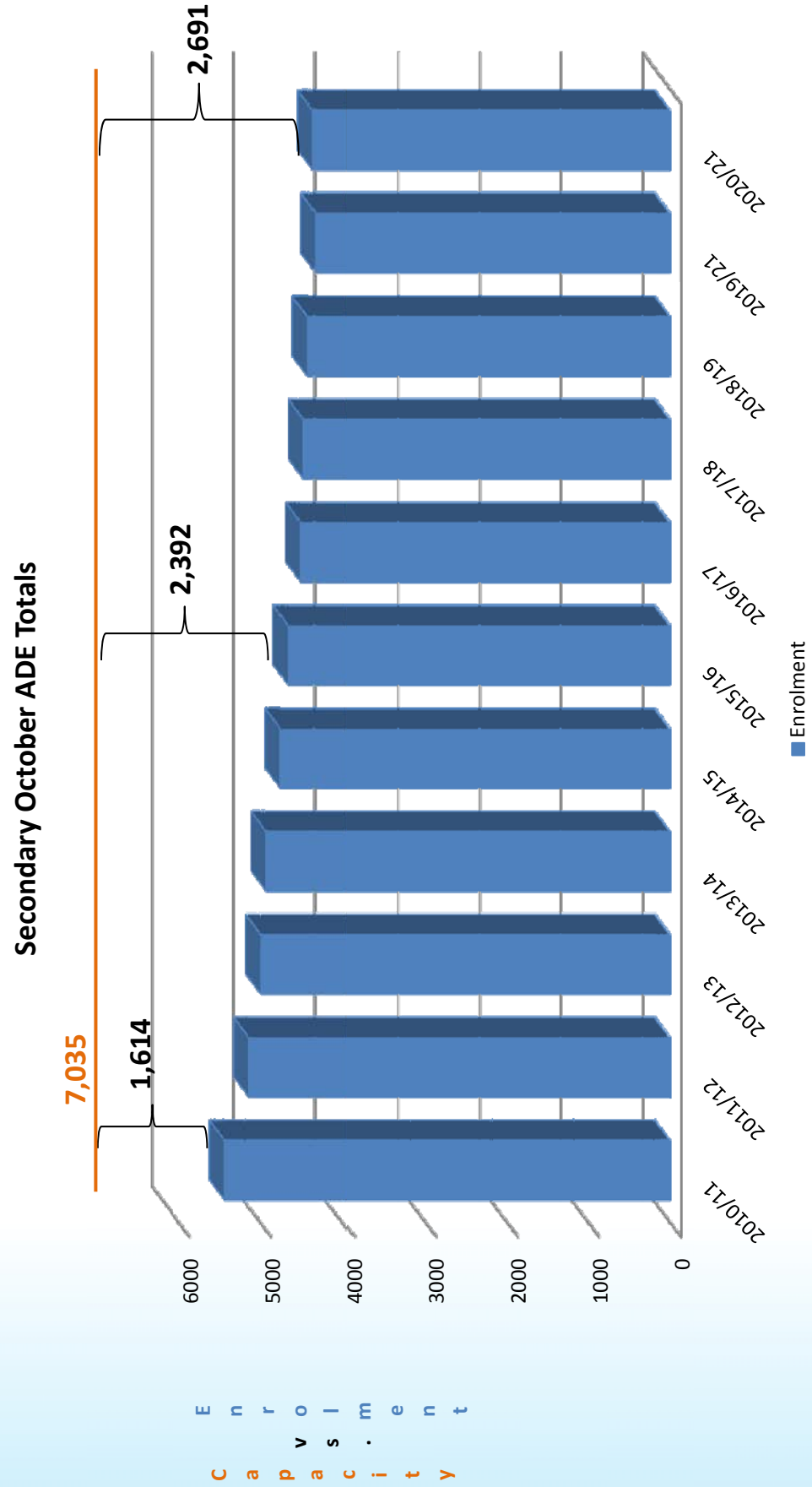
*Closure of Delta, Parkview and Sir John A. Macdonald  
Construction of a new school on a centrally located site*







## Enrolment and Capacity Challenges faced by the North ARC:





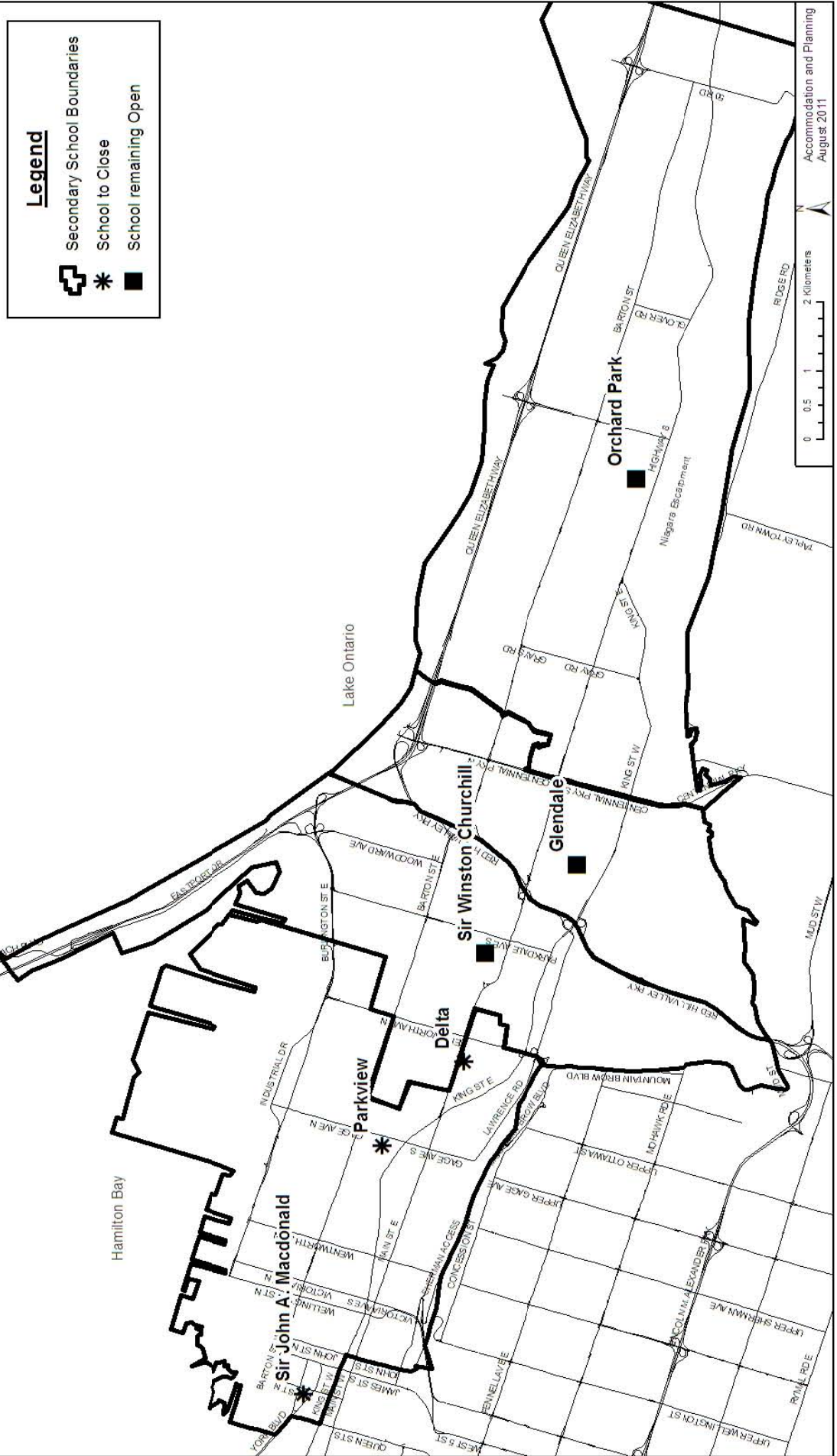


# Secondary Accommodation Review Committee



North Accommodation Review Committee Concept Option 3 -  
Closure of Delta, Parkview and Sir John A. Macdonald  
Construct a New School on a Centrally Located Site with "Wing" for Parkview Program

Accommodation  
& Planning

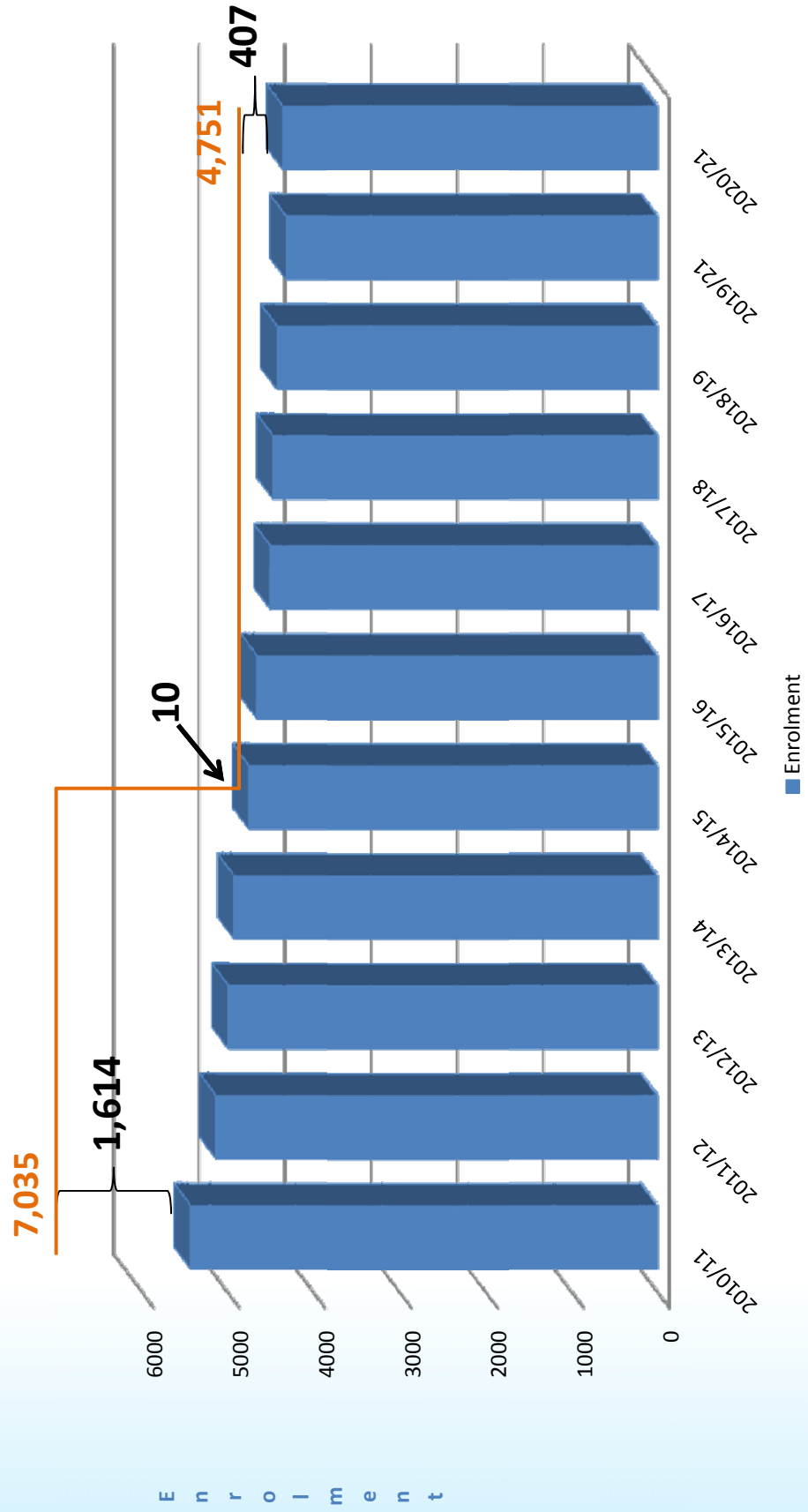




## Utilization: Arc Concept Option 3

(Closure of Delta, Parkview, Sir John A. Macdonald and construct a new school on centrally located site)

Secondary October ADE Totals





## ARC Concept Option 3:

School	Capacity	2010		2014		2020	
Delta	1,431	Enrolment	775	0	0	0	0
		Utilization	54%	0%	0%	0%	0%
Glendale	1,122	Enrolment	930	883	809		
		Utilization	83%	79%	72%		
Orchard Park	1,290	Enrolment	1,137	1,087	1,133		
		Utilization	88%	84%	88%		
Parkview	534	Enrolment	266	0	0		
		Utilization	50%	0%	0%		
SJAM	1,569	Enrolment	1,122	0	0		
		Utilization	72%	0%	0%		
SWC	1,089	Enrolment	1,191	1,275	1,005		
		Utilization	109%	117%	92%		
New School	1,250	Enrolment	0	1,496	1,397		
		Utilization	0%	137%	128%		
Total Utilization			77%	100%	91%		



## Financial Costs of ARC Recommendation:

Costs		ARC Option #3
1	Construction & Program upgrades	\$ 41,563,395
Funding Sources		
2	Ministry Capital Funding	\$ 32,513,395
3	Proceeds of disposition	\$ 8,945,000
4	Total	\$ 41,458,395
Potential Costs to Board of Option		
Line 1- Line 4		\$ 105,000



## Legacy Costs of ARC Recommendation:

Costs	ARC Option #3
Estimated costs for Accessibility to Current Ontario Building Code	\$ 300,000
Estimated costs for Mechanical & Electrical upgrades for air conditioning	\$ 5,413,000
Estimated renewal costs to meet student objectives and asbestos(not program)	\$ 8,577,226
Estimated costs Remaining Renewal(not identified as critical)	\$ 12,590,097
<b>ESTIMATED TOTAL LEGACY COSTS</b>	<b>\$26,880,323</b>





## **Rationale for ARC Recommended Option:**

- Fulfills Mandate of the Committee
  - Opportunity for enhanced programming at new facility
  - Improves facility utilization
  - Increased long-term enrolments at the remaining facilities
  - Results in a positive impact on the long-term maintenance, operational and renewal costs of the Board – unfunded liability
- Even distribution throughout the North cluster of schools
  - Minimize travel times/ distances for students
- Consistent with what we have heard at our public meetings and delegations at our working group meetings
- Renewed presence in the downtown core



# Next Steps



## Next Steps of the North ARC:

- **Working Group Meeting #9** (November 15, 2011)
  - Review community input from Public Meeting #3
  - Determine implementation strategy
  - Finalize program strategy
- **Public Meeting #4** (December 6, 2011)
  - Present ARC recommendation and program strategy
- **Working Group Meeting #10** (January 10, 2012)
  - Review community input from Public Meeting #4
  - Finalize ARC report
- **Final ARC report is due January 12, 2012**



## **Why are we here tonight?**

- ✓ Provide an overview the of the ARC process
- ✓ Review the work completed by the ARC
- ✓ Review of ARC recommended option
- ✓ Next Steps of the ARC
- Receive input from the community on the ARC process and concept options



**North - Accommodation Review Committee  
Working Group Meeting  
November 15, 2011**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran, Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Debrief of the Public Meeting**
- 4. School Closures and Program Placement**
  - 4.1 Confirming the Closure and Build Recommendations**
  - 4.2 Program location chart**
  - 4.3 Full committee discussion and decision of program placement**
  - 4.4 Confirmation of Program Recommendations**
- 5. North ARC Final Report**
  - 5.1 Fulfilling the Mandate**
    - 5.1.1 Other capital recommendations**
    - 5.1.2 Transportation Recommendations**
    - 5.1.3 Implementation Timelines**
    - 5.1.4 Other**
  - 5.2 Review and Approval of Report Format**
  - 5.3 Process for Final Report Content**
- 6. Minutes of the Meeting of October 4, 2011**
  - 6.1 Errors or Omissions**
  - 6.2 Approval of the Minutes**
  - 6.3 Business Arising from the Minutes**
- 7. Minutes of the Public Meeting of October 25, 2011**
  - 7.1 Errors or Omissions**
  - 7.2 Approval of the Minutes**
  - 7.3 Business Arising from the Minutes**
- 8. Other Business**
  - 8.1 Planning for the Public Meeting**
- 9. Correspondence**
- 10. Adjournment**

**Next Meeting – Public Meeting – December 6, 2011, Sir John A. Macdonald Secondary – 6:30 pm**

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



**Hamilton-Wentworth District School Board (HWDSB)**

**North Accommodation Review Committee Meeting**

**Board Room – Education Centre**

**November 15, 2011**

**Working Meeting #9**

**Minutes**

**Attendance:**

**Committee Members**

***Chair – Vicki Corcoran***

***Voting Members – Sandra Binns, Anna Busse, Michele Cameron, Lisa Deys, Laura Gill, Jane Henry, Marie Jackson, Rick Kunc, Mohamud Mohamed, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner***

***Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Lawrie Cook, Glenn Cooke, Geoff Coombs, Mark Currie, Jim Holubeshen, Peter Joshua, Nancy Leach, Ray Mulholland, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Carol Town, Todd White***

**Regrets**

***Voting Members – Michael Chalupka, Annie Fu, Prema Rao, Jane Withers***

***Non-Voting Members – Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla***

**Resource Staff**

***Daniel Del Bianco, Jim Wibberley, Kevin Morton***

**Recording Secretary**

***Tracy McKillop***

**1.0 Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the ninth working group meeting. She drew the committee attention to the follow-up information from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard. The Chair also made note that at this working group meeting the Committee will finalize the North ARC's recommendation. The next meeting is a Public Meeting at



which time the Committee will share these recommendations with the Community. The final working group meeting in January will be to fine tune and approve the Committee's report.

**2.0 Agenda** <http://www.hwdsb.on.ca/arc/wp-content/uploads/2010/11/North-ARC-Agenda-November-15th.pdf>

**2.1 Additions and Deletions –**

Correspondence was moved up as part of #3 on the Agenda. There was consensus on this and it became 3.1 on the Agenda

The Agenda was approved with the flexibility of being allowed to move around the items in number 4.

Michael Root shared that in light of the public meeting they would like to reconsider the closure of Parkview.

**2.2 Approval or the Agenda** – The amended agenda was approved by consensus.

**3.0 Debrief of the Public Meeting**

Superintendent Peter Joshua wanted to comment on what the Committee heard clearly from the public at the last meeting. He shared that we need to acknowledge the voices of our students, parents and our community at Parkview.

- We have heard concerns about potential bullying and the need to absolutely ensure the SAFETY of our students.
- We must pay attention to student well-being and their sense of belonging.
- Students need to feel valued through participation in clubs; activities, events and we need to be sure that they don't feel lost in their surroundings.

Superintendent Joshua noted that moving forward we need to give this focused attention by striking a subcommittee following the ARC process that will engage the community, parents, school council members, staff and students to ensure that we have the right program, the right supports, the right learning environment and attention to successful transitions for our Parkview students. He urged the committee to make this concept of a subcommittee a recommendation in the final report you put forward to the Trustees.

Trustee Bishop spoke about the need for a sense of belonging and attention to the problem of bullying.

Q. Could we have the average of the daily percentage of attendance and the graduation rates for the Parkview students? I would like to see the full context when considering this. We need an objective view when we are considering the needs of our students. Can we have this for all of our schools?

Danielle Bawden felt that the information would be helpful but not in terms of bullying.

Michael Root shared that Parkview functions differently from other schools and there are other factors involved with regard to the attendance of these students.



The Chair shared the need to be careful with regard to suspension and the expulsion rates as the rules are very much the same as with any other school.

### **3.1 Correspondence**

Carol Town read Anne Pollard's letter. Carol feels that maybe the Mountain school could join the Parkview students in a stand alone school. She feels that this should be reconsidered.

Barb Wachner shared that at the public meeting the recommendation was not well received and it was very emotional. Clearly there is enough evidence to say that this won't work and people at them public meeting did not support it. In a small setting these kids will flourish.

It was noted that part of the problem with the presentation was that the annex concept did not come across as the committee had discussed it. It took a while to get that information out and people were upset by that time.

There was a concern about putting forth a recommendation for two schools.

It was noted that the money that would be used to build the annex could be used to update Parkview and it could be filled with the Mountain students. I feel that we need to reconsider so can we revisit this.

Mark Currie shared that at no time did he hear that we need to keep the Parkview building open. We as a Committee decided that we would keep the program and students together but not keep the building. If we are only closing two schools we may not get the funding for a new school.

Michele Cameron shared that she heard at the public meeting that the students would be full of anxiety if moved and transportation would be an issue. The annex would cost a great deal of money so why can we not reinvest in a building for the Parkview and Mountain students.

Mr. Del Bianco shared that it would be difficult to receive the funding if we do not have a strong business case. We would be the same as all of the other Boards who are closing two schools and we would be challenged in receiving the funding.

Dawn Spencer agreed with Mr. Del Bianco and she shared that we did not hear from the other schools that would be closing. She feels that this is not a viable option and that if we don't close three schools we will not receive the funding.

Michael Root shared that this is a unique opportunity to have a special needs school. He was dismayed that we only have one recommendation and he feels that the Trustees would like to have several options to choose from.

Nancy Leach shared that there was a lot of talk about programming. The issue is the students getting to class and if they are in a composite school they have to go through the smoking area, the bullies prior to reaching the safety of their annex. The Board's job is to provide programming. We are talking about five ARCs and some of that money could be shared amongst all of the schools. We need to listen to the public and keep Parkview open as a stand alone.



Mr. Wibberley noted two things that he heard at the public meeting with regard to the Parkview students: a sense of place for these students and a feeling of safety and well being. What he did not hear was concern about the model of programming that is being offered to the Parkview students in an annex.

Mr. Wibberley shared that when you look at the mandate of the Committee you have to consider the viability of the option that is being put forth by the Committee from a financial perspective also. If you look at the option to keep Parkview open you have to consider the funding and how that will affect the remainder of the schools.

Scott Barr liked what he heard from Superintendent Joshua and would like to hear more. If we could get the students to the annex safely would the program work well?

Superintendent Joshua shared that he does not have a master plan at this point in time; however, recognizing that in the time period that we have the Board can look at the real issues and have a sub committee.

We need to ensure the safety of all students. It is our job to modify and accommodate these students with IEP's in all schools and have the feelings of safety.

Mr. Del Bianco shared that this would take place in September 2015 so the implementation timelines are in two plus years which provides a window of opportunity to explore options and transition plans.

The Chair shared that the date has been moved to 2015 because we are talking about the construction of a new school.

Parkview would not close prior to the new school being completed and this could be a recommendation of this Committee.

There is no plan "B" and what if we do not receive the funding we need to have other options for the Trustees to consider.

Rick Kunc stated that at the public meeting we heard the desire for the safe environment. This is the message and no one is disputing that. Everyone wants a safe place for the students; however, we have 5000 other students that we need to consider as well.

If we can propose something that works well then programming can be addressed. If there is a sub Committee to support these students then we have done our job well.

Michael Root asked the Trustees to speak to this.

Trustee Bishop shared that the Committee can present as many options as they would like.

Carol Town feels that it is important to have a plan "A" and a plan "B".

Trustee White shared that the Committee can have as many options as possible. If you have more than one option then the Trustees would be looking for something that is clear.



#### **4.0 School Closures and Program Placement**

##### **4.2 Program Location Chart**

Superintendent Joshua reviewed the presentation with the Committee. To view the presentation please click on the following link:

<http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Program-Placement-Proposal-for-ARC-North-Nov-13.pdf>

Superintendent Joshua reviewed the possibilities of program placement as displayed in the chart.

<http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Tiered-Intervention-and-Deflnitions-Sept-262.pdf>

Superintendent Corcoran stepped out of the role of the Chair to share the information about the Tier 1 programming. The Tier 1 programming supports students who may or may not receive a graduation certificate. Tier 2 is a specialized programming. The Tier 3 programming supports students who possess higher needs and more support. She shared information on the specialized programming and as you move up the Tiers the students require more support.

##### **4.3 Full Committee Discussion and Decision of Program Placement**

Q. Will Glendale still have the ELL program?

Yes it will.

The existing programs that are currently housed in a school that is remaining open will continue to be offered.

There was some discussion around the program placement and suggestions were made on placement of some programs for example: Outbound currently housed at Delta, Cosmetology currently at Delta be offered at the new school, ELL at Glendale which is currently housed and remain at Glendale.)

There was information shared on the outbound program and it was suggested to have it at more than one school.

Mr. Kunc shared that we have to keep in mind that we have to be strategic about where these programs are placed because there are not enough students at every school and/or there are not enough teachers who are qualified to teach these programs.

Mr. Wibberley shared that he was in agreement with Mr. Kunc and it is challenging to schedule these programs.

Some of the moves included:

- Cosmetology is at Orchard Park and the new school
- Advanced Placement is added to Orchard Park



- ESL/ELD is the Alpha program or part of the Alpha Program
- Horticulture and landscape move to the new school
- Remove the Alpha Program out of the third column on the new school because it is already there under relocated program.
- Move manufacturing to Sir Winston Churchill.

Trustee Bishop suggested talking to the Co-Op agencies about the Health& Wellness placement so that they are able to work with Community Agencies.

Jim Holubeshen asked if the programming can serve to determine the program needs for example a theatre for the Arts Academy.

Q. Are we going to be looking at the new school as a hub?

That is certainly something that would be thought of as part of the programming. We are looking at a new school in 2015 so we would need to look at the needs of the students and the community.

Q. Will Glendale have the same amount of programming as the other schools?

Lawrie Cooke shared that they have been exploring the SHSMs and an ITC – they are on their way to developing these programs and open to more.

Mr. Kunc stated that there are a lot of further needs that will need to be addressed and discussed further down the road so can we move to the next agenda item? The Committee agreed to move to the next item on the Agenda.

#### **4.1 Confirming the Closure and Build Recommendation**

The Chair asked someone from the Committee to put forth the recommendation that was taken to the public meeting as a starting point.

Mark Currie reiterated the proposal and the floor was opened for discussion.

Carol Town wanted to discuss other options as well.

Superintendent Pam Reinholdt suggested that the Committee look at the motion on the floor and the pros and cons of this motion prior to moving onto plan “B.”

***A RECOMMENDATION TO CLOSE THREE SCHOOLS, MOUNTAIN, SIR JOHN A MACDONALD AND DELTA AND BUILD A NEW SCHOOL IN A CENTRALLY LOCATED SITE WITH THE PARKVIEW PROGRAM ACCOMMODATED WITHIN THE NEW FACILITY.***

***A VOTE WAS TAKEN WHICH RESULTED IN 10 IN FAVOUR AND ONE ABSTAINED.***

There was further discussion on the outbound program and more information was shared by Bob Pratt and he indicated that it could be difficult to narrow this down to a location. Some Committee members



felt that they were feeling unsure about placing some of the programs. Discussion on program placement continued.

***There was a recommendation as revised on this chart be put forward to the Trustees acknowledging that this is only a recommendation.***

***This was approved by Consensus.***

Trustee Bishop shared that there were two more recommendations. Do we want a plan “B” is there a recommendation with going forward for plan “B”?

The floor was opened for discussion.

***A motion was put forth to vote on if the Committee want a plan “B”. Consensus was not reached. A vote was taken and the motion to have a Plan B was defeated by a vote of 10 to one and one abstention.***

## **5.0 North ARC Final Report**

### **5.1 Fulfilling the Mandate**

#### **5.1.1. Other Capital Recommendations**

The Committee was asked what renovations they would like to see.

Capital expenses that the Committee would like to see could include such things as an auditorium at the new school and this would be an additional capital expense that the Board would have to incur. Perhaps a science lab or two may need to be spruced up. The question was asked what needs to be done at the remaining facilities. Mr. Del Bianco shared that this needs to be addressed in the report as considerations by the Board of Trustees. An example would be to renovate the auditorium at Sir Winston Churchill.

Rick Kunc asked if the Committee could request to have the remaining schools brought to the standard level to meet all of the program needs for all of the schools. The costs would have to be added and it would be added to the recommendation requesting consideration.

Could we go to the schools to see what their needs are? Could we ask the Principals at these schools?

Yes we could itemize it and request the Board of Trustees to explore these items.

Delta was allocated to receive updates to the science labs; however, that was put on hold due to the ARC. Can we use that money for some of these updates?

Kevin Morton shared that the money was not put on hold; however, it could be prioritized for these updates and these could be considered.

Jim Wibberley cautioned the Committee about too much detail because the list could be endless. All of the remaining schools will need upgrades so he encouraged the Committee to consider the larger pieces



for example an auditorium in the new school, or renewing all of the science labs in the remaining schools.

Jim Holubeshen asked if there was a base line for the number of students per school. Mr. Del Bianco shared that this is mandated by the Ministry of Education. What is standard for a 1250 pupil place school is mandated. Geoff Coombs shared that windows could be on the list.

Scott Barr asked for a motion that we look at the renewal needs of the remaining schools prior to the wish list for the new school

***A motion was put on the floor that Facilities Management consult with the principals and teacher specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.***

***The motion was approved by consensus.***

Rick Kunc asked for clarification of the requests that would pertain to the new school.

#### **5.1.2. Transportation Recommendation** – Mr. Del Bianco

Mr. Del Bianco shared a chart showing that transportation and the bus pass eligibility of the students would remain the same.

Trustee Bishop shared that there are discussions happening at the moment regarding transportation. It was shared by a Committee member that it might be cheaper to bus some of these students then have bus passes.

Can the Committee recommend where boundaries can be placed?

Yes they can. The adjustment was made to accommodate the Sir John A Macdonald students and the enrolment changes of the schools.

Why was the Churchill boundary expanded when it is already filled? It was updated to reflect the long term needs not the current needs.

We also have to remember that this considers the associate schools and do we want to split those students.

#### **5.1.3. Implementation Timelines**

Opening date of September 2015 for the new schools and all of the schools would remain open until the student's transition to the new school. ***A motion was made that all schools remain open until such time as the new facility is ready to open in September 2015 and the students will move on mass to the new school. The motion was approved by Consensus.***

#### **5.1.4. Other**

It is important to have a transition plan to focus not only at Parkview but to include all three schools that will be relocated.



We are looking at a Committee with Parent and student voice to help devise a transition plan. We need to ensure that we have something in place to alleviate the concern of the parents and students in particular the students that would have more difficulty moving to the new school.

***A motion was made to create a committee post ARC comprised of school council members, students, parents, staff, community members to inform direction around the transition, program, facilities, and supports necessary for the success of the Parkview students. The motion was approved by Consensus.***

#### **5.2 Review and approval of Report Format**

#### **5.3 Process for Final Report Content**

Mr. Del Bianco gave an overview of the table of contents and the template that the Committee could use. ***There was Consensus to accept this format.***

#### **6.0 Minutes of the meeting of October 4, 2011**

**6.1 Errors or Omissions** – There were none.

**6.2 Approval of the Minutes** – The minutes were approved by consensus.

**6.3 Business Arising from the Minutes** - None were noted.

#### **7.0 Minutes of the meeting of October 25, 2011**

**7.1 Errors or Omissions** – There were none.

**7.2 Approval of the Minutes** – The minutes were approved by consensus.

**7.3 Business Arising from the Minutes** - None were noted.

#### **8.0 Other Business**

#### **8.1 Planning for the Public Meeting**

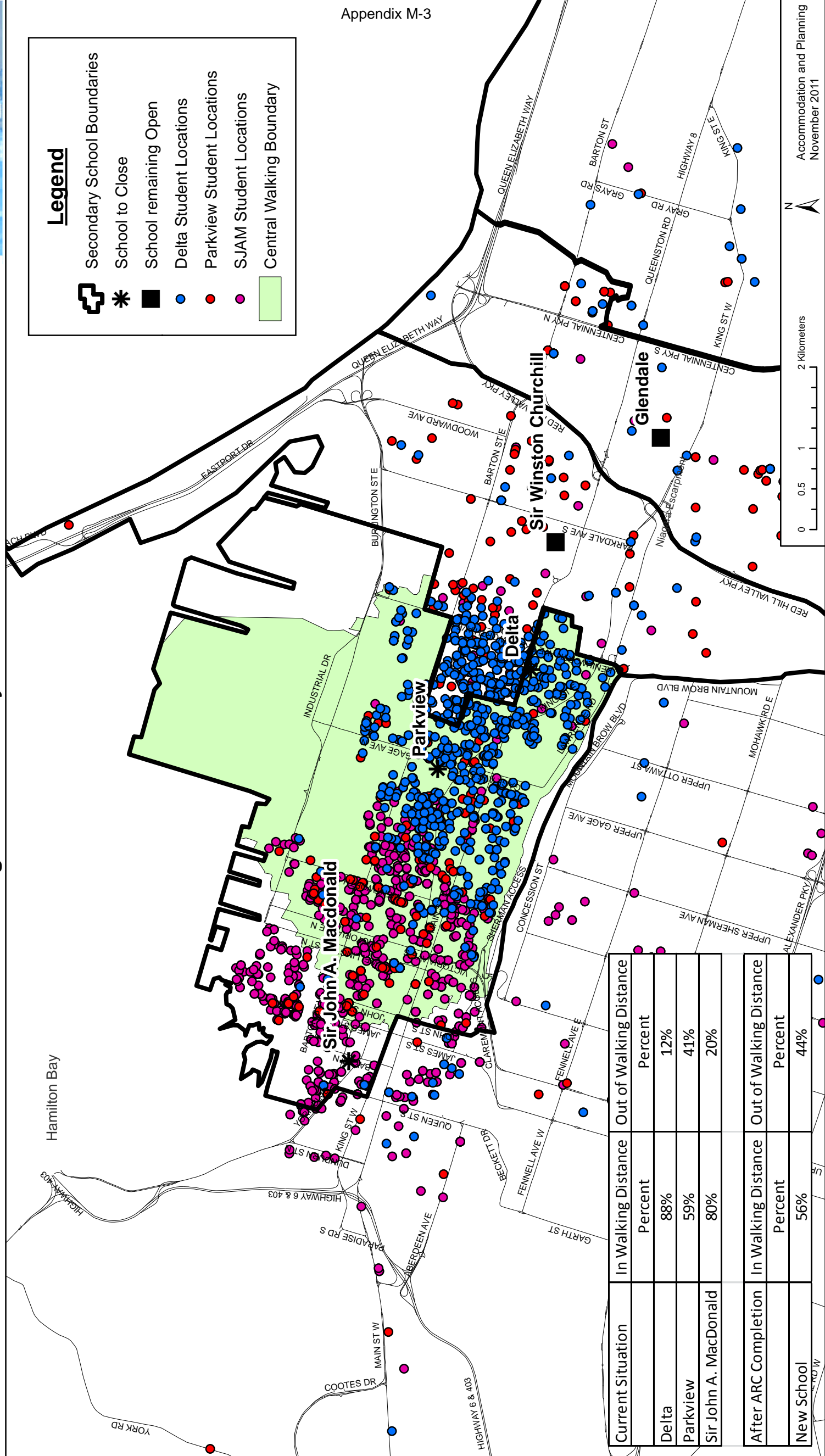
Mr. Del Bianco shared some of the items that would be included in the presentation e.g. ARC Process and the work completed to date, the ARC Recommendation, the recommended program strategy.

There were two volunteers – Scott Barr and Michael Root. Grant Thomas will co-Chair again.

**10.0 Adjournment** – the meeting adjourned at 9:07 p.m.



North Accommodation Review Committee Recommendation:  
Walking Distance Analysis







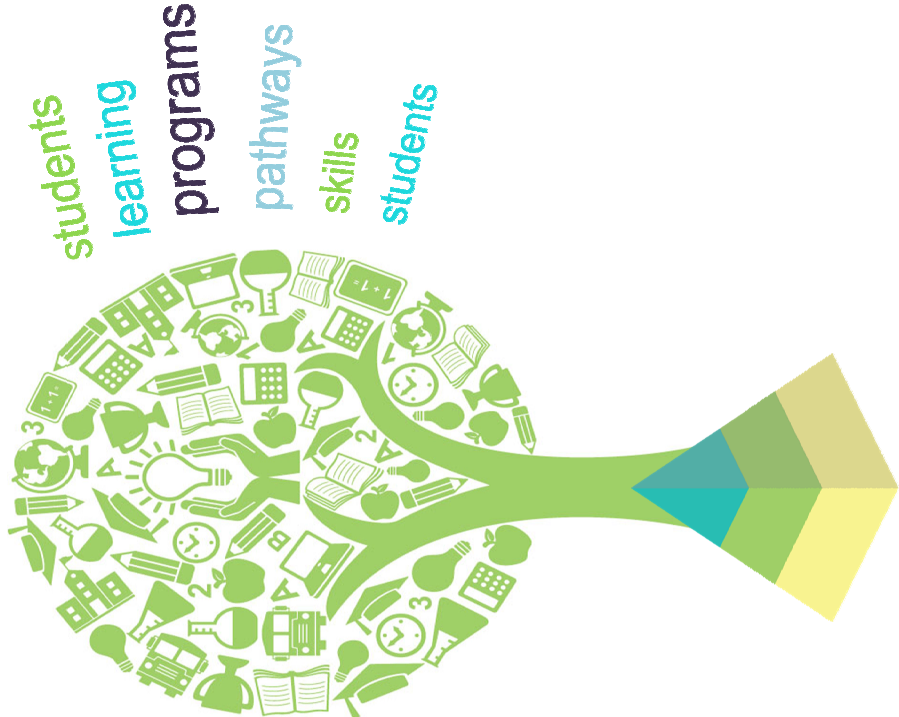
HWDSB Program Strategy Staff Recommendations – October 2011

The programs listed below are the staff recommendations for ARC North based on the Committee’s proposal. This is intended as material to inform discussion as the ARC forms its own recommendations.

NORTH CLUSTER SCHOOLS	Existing Programs			Relocated Programs			New Programs Initiated*		
	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education
Glendale	✓ ALPHA program (ELL) ✓ International Baccalaureate (I.B.) ✓ Soccer Academy	✓ Arts & Culture	✓ Tier 1: Resource Support ✓ Tier 3: Extensive Support Program: Autism	✓ Strings	✓ Health & Wellness: Child Care & Family Services		✓ French Immersion	✓ Business ✓ Non-profit ✓ Transportation	✓ Tier 2: Comprehensive Support
Orchard Park	✓ Basketball Academy ✓ Fashion & Aesthetics Industry ✓ Football Academy ✓ Robotics	✓ Hospitality & Tourism: Food Services	✓ Tier 1: Resource Support ✓ Tier 3: Specific Support Program: Developmental ✓ Tier 3: Graduated Support Program					✓ Construction ✓ Health & Wellness (Fitness focus) ✓ Justice & Community Service	✓ Tier 2: Comprehensive Support
Sir Winston Churchill	✓ Environmental Program, Grade 12 ✓ Hockey Academy	✓ Health & Wellness ✓ Personal Support Worker	✓ Tier 1: Resource Support ✓ Tier 3: Specific Support Program: Developmental ✓ Tier 3: Graduated Support Program	✓ Cosmotology ✓ Outbound	✓ Hospitality & Tourism: Food Services		✓ NYA:WEH	✓ Arts & Culture: Digital Media ✓ Aviation & Aerospace ✓ Environment ✓ Horticulture & Landscaping	✓ Comprehensive Support Program
New School: Full School				✓ Arts Academy ✓ Basketball Academy ✓ ESL/ELD ✓ NYA:WEH Program ✓ OPS (Ontario Public Service) Learn and Work Program	✓ Energy: Alternative Sources & Energy Efficiency ✓ Hospitality & Tourism: Food Services	✓ Tier 1: Resource Support ✓ Tier 2: Comprehensive Support Program	✓ ALPHA Program (ELL) ✓ Advanced Placement (A.P.)	✓ Arts & Culture: Fine Arts ✓ Manufacturing ✓ Information & Communications Technology	
New School: Parkview Section						✓ Tier 2: Comprehensive Support Program			✓ Tier 3: Graduated Support Program

\* Some of these new programs can be gradually initiated in the existing schools beginning in Sept. 2012.





Definitions:

POC	Non-Ministry mandated, unique, innovative learning programs in focused areas, designed to engage students who have differing educational interests. The programs have the capacity to develop a broad range of skills and further enhance character development, academic achievement, and leadership development and may include languages, environmental studies, the arts and fitness and wellness. These programs complement subjects/courses consistent with the Ontario Curriculum however, offer specialized learning opportunities that develop skills with greater depth and intensity. Secondary Programs of Choice may contribute to a Ministry approved Specialist High Skills Major when a career-focused pathway offering opportunities in apprenticeship, college, university and workplace exists.
SHSM	<p>A Ministry-approved specialized program that allows grade 11 or 12 students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. SHSM allows students to customize high school to fit their career interests and it assists in their transition after graduation to apprenticeship training, college, university or the workplace. Students receive a special seal on their diploma when they:</p> <ul style="list-style-type: none"><li>• complete a specific bundle of 8-10 courses in the student's selected field</li><li>• earn valuable industry certifications including Standard First Aid, CPR, WHMIS training, etc.</li><li>• gain important knowledge and skills through experiential learning and co-operative education with employers.</li></ul>
Resource Support Program	Provide academic support to students who are fully integrated into credit classes, such as students with learning disabilities, mild intellectual disabilities, physical difficulties, ASD, gifted, English Language Learners (ELL)
Comprehensive Support Program	<p>Provide targeted class support to students plus integration into other classes as personally appropriate</p> <p>Students in these programs are capable of earning credits given the right support</p> <p>There are many different variations of this support, depending on the nature of student need – such as: students with Mild Intellectual Disabilities or other intellectual needs (ex., ABI) grouped for intensive literacy and numeracy interventions (adolescent non-readers); ELL students requiring language support in the core areas of literacy and numeracy; students identified as gifted/bright/talented and grouped together to work with like-ability peers; First Nations focused courses; students with ASD requiring direct socio-communication training</p>
Graduated Support Program	<p>Provides specific support to students plus some integration in the school and community as appropriate to the individual students’ strengths</p> <p>Students are capable of participating in the community and workplace</p> <p>2 parts program:</p> <ul style="list-style-type: none"><li>4 year program to solidify functional skills in literacy and numeracy; life skills; independence skills; participate in the school community; integration where appropriate into other programs</li><li>3 year program – planned transition to the community; focus on skills determined by personalized transition plan; integration into the community through work experience placements; connections to community partners</li></ul>
Specific Support Program	<p>Provides targeted, personalized support in various areas (ex., life skills; communication; personal care; physical support) for students who require more supervised support</p> <p>Collaboration with parents and community partners is essential in order to plan appropriate transition to community support</p>



# Learning For All: HWDSB Program Strategy

## Tiered Intervention/Definitions

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### ***Tier 3***

***A FEW STUDENTS***

***Targeted Interventions***

***1-5%***

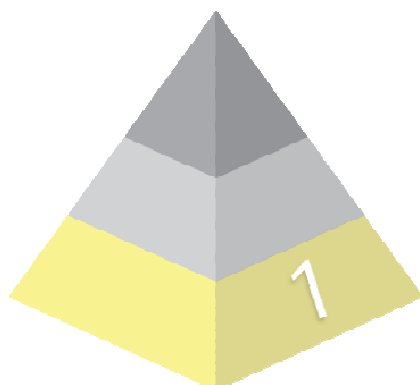


### ***Tier 2***

***SOME STUDENTS***

***Selected Interventions***

***5-15%***



### ***Tier 1***

***ALL STUDENTS***

***Universal Programming  
Schools/Class-wide Learning***



## Learning For All: HWDSB Program Strategy

### Tiered Intervention/Definitions

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**Vocational education** or **vocational education and training** prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic yet credit-bearing, and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as *technical education* as the trainee directly develops expertise in a particular group of techniques or technology.

*See HWDSB Program Strategy: pg. 6*

In HWDSB, and in high schools across Ontario, Specialist High Skills Majors (SHSMs) let students focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD) by completing a set of courses in the student's selected field, earning valuable industry certifications (such as First Aid) and gaining important skills on the job with employers. In this way, some SHSMs offer what would be formerly referred to as vocational education.

*See HWDSB Program Strategy: pgs. 10-13*

**Inclusive education** is education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Ontario Ministry of Education, 2009). There is research to indicate that parents of children with special needs report their children to be "in better general health, progress very well/well at school, interact very well/well with their peers, and more frequently look forward to going to school in higher inclusive educational settings than in mid-range or lower inclusion settings" (Timmons and Wagner: *Inclusive Education Knowledge Exchange Initiative*, 2009, pg. ii).

In some school districts and jurisdictions, inclusive education is interpreted as taking place in a **full inclusion** setting, where students with special needs are always educated alongside other students in regular classes. Full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, or self-contained, classes. This is not the model followed in HWDSB, where we offer a spectrum of services including regular class support, withdrawal support, partial integration, self-contained special classes, and a special day school program.

In 2006, the Ontario Ministry of Education issued a report entitled Special Education Transformation. The report presented the results of discussions of a working group composed of teachers, principals, ministry officials, students with special needs, advocacy groups including parents, and members of faculties of education. This report stated that "The first consideration regarding placement would continue to be the regular classroom. A range of options would continue to be available for students whose needs could not be met within the regular classroom. These placements would be duration-specific, intervention-focused and subject to regular reviews." (Bennett and Wynne: *Special Education Transformation*, 2006, p. 8).

In HWDSB, the Program Strategy identifies a tiered approach to programming. Tier 1 involves instruction for all students, Tier 2 involves specific, and often short-term instruction and intervention for some students (approx. 5-15%), and Tier 3 involves targeted instruction and programming for a few students (approx. 1-5%). In this way, we offer a range of options designed to support students and based on their individual strengths. Such specialized Tier 2 and 3 programs can and should be offered within a regular secondary setting.



## Learning For All: HWDSB Program Strategy Tiered Intervention/Definitions

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**Transitions** and **transition planning** is an important process for all students, but in particular for Tier 2 and Tier 3 students who require additional supports before, during, and after this process. Students with special needs transitioning from elementary to secondary school have several additional components to their transition, including meetings with the appropriate secondary special education staff in attendance with parents, other support staff, and community services, if applicable. As part of the Program Strategy, staff are currently working on an enhanced transition process for Tier 2 and 3 students, involving specific processes occurring at Grade 7, 8, 9, and 10. Students also can transition from Tier to Tier, and from program to program, based on their individual progress, their readiness, their interests, and their chosen pathway.

**Integration** is a term often used to for students with special education or other needs when the students are included and educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is a full member of the class.

*See HWDSB Program Strategy: Student Support Programs – pages 14-17.*

For some students, **partial integration** is more appropriate, where more specialized services are provided outside a regular classroom, in smaller, more intensive instructional sessions in a resource room or other classroom. This specialized instruction could focus on literacy, numeracy, English as a second language, social-communication, or other needs as identified for a group of individuals. Students have this more intensive instruction as a targeted part of their schedule, along with other courses as individually selected and appropriate for them.

*See HWDSB Program Strategy: Comprehensive Support Programs – pg. 18-19.*

Some students with exceptional needs require programs that involve learning more basic skills (such as life skills, functional math and literacy skills, etc.) as part of a pathway that may not lead to a secondary diploma but can and should lead to the world of work. These classes are referred to as **self-contained** classes where the students spend the majority of their day, with more individualized programs focusing on specific skill areas. Students are also included in some general education classes (according to their personal interests and capabilities) in either a credit or non-credit capacity, as appropriate. The focus of this type of program is the solidification of basic skills in the first few years with the focus shifting to transition to co-op placements and/or work experiences as the students approach graduation.

*See HWDSB Program Strategy: Graduated Support Programs – pg. 22-23.*

A small number of students require targeted, personalized support in a variety of areas. These students have significant needs (ex., communication and/or social functioning difficulties; physical/medical limitations) that are best met in a **self-contained** setting for the majority of their time. Some students can also be included in some general education classes in a non-credit capacity for socialization, as appropriate. Collaboration with parents and other community partners is necessary in order to plan appropriate transitions to supports in the community as the students enter adulthood.

*See Program Strategy: Specific & Extensive Support Program pg. 24-27*



# North

## Secondary Accommodation Review

Delta – Glendale – Orchard Park – Parkview – Sir John A. Macdonald – Sir Winston Churchill

**DRAFT COPY**

**Report To:**

Director of Education  
Hamilton-Wentworth District School Board

**Report From:**

North Secondary Accommodation Review Committee

**Submitted On:**

January 12, 2012



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  - 2.2 Composition of the Accommodation Review Committee**
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    - 2.4.2 Staff Recommendation**
    - 2.4.3 School Tours**
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November 1, 2011

Dear West ARC members,

At the Secondary ARC West, May 31<sup>st</sup> Public Meeting we presented the Social Communication Classroom for Middle and High School Asperger, NVLD or similar youth. We are hoping that both a high school and a middle school continuous pair pilot for this classroom will be housed in the West Cluster. We are writing to inquire as to the determination as to inclusion of this classroom within one of the three West Cluster High Schools that will emerge from the West ARC process.

This is a program that our children desperately need in order to protect and foster their self-esteem and to help prevent many co-morbidities; a program that will likely help usher them to adulthood and, hopefully, employment and independence, as well as an academic education. The cohort that we are advocating for are very high functioning, with high IQs, but often with social deficits. This is why they have such a difficult time with self-esteem, anxiety and depression – they are painfully aware of their differences, shortcomings, exclusion, and truly know that they do not fit in. In terms of serious mental health issues (e.g., anxiety, depression, etc.), this may be one of your most challenging group of kids.

We believe that our proposed Social Communication Classroom dovetails nicely with the boards' drive for 21<sup>st</sup> Century Fluencies (Strategic Directions, Education in HWDSB and Learning for All: HWDSB Program Strategy, specifically Tier 3), as well as, both the HWDSB's Core Commitments and the Special Education Commitments.

It is crucial that the Social Communication Classroom program, if implemented, be well conceived. One of the many issues to consider is certainly location. While we would be very happy if this pilot program were adopted at any of the West Cluster high schools that are discussed at the Secondary ARC West and most of their feeder middle schools, we think that it would be best that the middle and high school program-pair for each cluster be in natural-neighbourhood continuous pairs (e.g., Dalewood/Westdale, Spencer Valley/Parkside, Ancaster Senior/Ancaster High School). We feel that it is not in the best interest of our children to move them more than once, as this is a very emotionally fragile population.

Please consider that if the placement of the cluster pairs is not in natural-continuous neighbourhoods, you may have a very difficult time recruiting individuals for your program. Many families will feel that this is too much change and would, in itself, cause too much anxiety. We cannot emphasize enough how strongly we feel that splitting the program between two neighbourhoods would limit the program's success.

We realize that the West ARC is only for Secondary Schools. However, we request that not only you recommend the inclusion of the Social Communication Classroom in one of the West Cluster High Schools within the ARC, but that you take in to consideration what middle school will be its potential continuous pair.

Thank you for your consideration and look very much forward to hearing from you.

Sincerely,

The Social Communication Classroom Delegation



November 14, 2011

To the members of the North ARC,

Please bring this piece of correspondence forward at the beginning of your meeting on November 15th as I hope it will help add to some very important discussion.

I am the current school council chair at Mountain and I have been following the board proposals to close Parkview and Mountain schools very closely. While I write to you as a parent, I am also a member of the South ARC.

***I am writing to you to ask you to make space in the North ARC proposal for a stand-alone 'transition' school for the vulnerable populations of both Parkview and Mountain students.*** I am requesting that the specialized school be in the North ARC rather than the South ARC as the majority of Parkview students are from the area, while the majority of students at Mountain are bussed. Mountain students are used to being transported to school via school bus and city bus whereas the students in the North ARC are not.

As the parent of a child with MID, and as school council chair at Mountain for the past 3 years, I have been able to learn a great deal about the needs and desires of our MID student population. Many of the students come from segregated classrooms that are as small as 6-16 students in the class. Many have been supported by Educational Assistants, some on a one-to-one level. Nevertheless, these children have experienced extreme bullying and a sense of exclusion in their mainstream schools before high school. When they come to a specialized high school staffed fully with teachers and administrators who understand their many issues, the students feel safe. In their own words, they feel they have "family". The students speak of their experiences at the specialized high schools and they say they love the small class sizes, they really like the fact that everyone in their program has similar needs and experiences, and that they know that their teachers are well trained and care a lot about each and every student.



As well, I have heard the voices of the Mountain parents who are calling for a continuation of a small, safe, and nurturing environment for their children. The parents do not want their children to be 'forced' into a larger school environment in which the opportunities for their children to be excluded, neglected, ignored, or bullied increase.

I am not personally against supporting students to attend their local schools *if they so desire*. Some students with MID have the social skills and/or the confidence to handle the experience of a larger, more diverse secondary school. However, it is crucial to the wellbeing of our students to keep in mind that many of our MID students are also lacking in age-appropriate social skills. The average grade 9 student with MID does not have the maturity of a grade 9 student with an average or above-average IQ. Nor will the MID student mature in highschool at the same rate. "Readiness " for integration/inclusion/transition will be met on an extremely individualized basis. In short, these children need *time*.

I must be honest in saying I have met excellent teachers and administrators in the greater system who are ready and willing to meet the needs of our MID students. However, within this greater system, I have also witnessed a lack of compassion, creativity, understanding, flexibility, time, and resources - all attributes which put our vulnerable students at risk. I believe that the kind of inclusion the board is currently proposing requires a level of cultural, structural, administrative, and attitudinal change that as a society we are not yet ready for. We have to truly learn to encourage, measure, and celebrate success based upon the potential of some very beautiful yet compromised individuals before we are ready to take the steps of no longer having a specialized school for our MID students.

It is vital that we keep in mind that when we talk about equity for all our students, we are not just talking about accessibility to programs. *Children who are frightened cannot intellectually access what is offered to them. Students who are vulnerable intellectually, socially, emotionally, and often financially, require small, protective environments in which to flourish. They must be allowed the opportunity to stay in a small environment for longer so they can be prepared to transition, if they are able. They must be allowed to integrate only if and when they are ready to do so. **Please make space in the North ARC proposal for a stand-alone 'transition' school for the vulnerable populations of both Parkview and Mountain students.***

This is the right thing to do. Please help send a message to our trustees that the Hamilton-Wentworth District School Board has an opportunity to be a



leader in the education of special needs youth and that leadership requires resources, creativity, compassion, and a true understanding of the needs of our youth.

I thank you all for your hard work. While I cannot speak for the South ARC, I can tell you that I am not alone in my support for this endeavor.

Sincerely,

Anne Pollard



**North Accommodation Review Committee (ARC)  
Public Meeting**

**December 6, 2011  
6:30 pm**

**Sir John A. Macdonald Secondary School Auditorium**

**AGENDA**

- 1. Welcome and Introductions**
- 2. Opening Remarks**
- 3. Presentations**
  - 3.1 Brief Overview of the Accommodation Review Process**
  - 3.2 Work Completed by the North ARC**
  - 3.3 Recommendations of the North ARC**
  - 3.4 Next Steps**
- 4. Questions/comments from the public**



Appendix N-2  
Hamilton-Wentworth District School Board (HWDSB)

North Accommodation Review Committee Meeting

Sir John A Macdonald

December 6, 2011

Public Meeting #4

Minutes

**Attendance:**

**Committee Members**

*Chair – Vicki Corcoran*

*Voting Members – Sandra Binns, Anna Busse, Michael Chalupka, Lisa Deys, Annie Fu, Laura Gill, Jane Henry, Rick Kunc, Dawn Spencer, Grant Thomas, Jane Withers*

*Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Judith Bishop, Marilyn Bratkovich, Lawrie Cook, Glenn Cooke, Geoff Coombs, Peter Joshua, Jim Holubeshen, Nancy Leach, Ray Mulholland, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Carol Town, Todd White*

**Regrets**

*Voting Members – Michele Cameron, Marie Jackson, Mohamud Mohamed, Prema Rao, Joyce Schneider, Barb Wachner,*

*Non-Voting Members – Paul Beattie, Chad Collins, Mark Currie, Jason Farr, Bernie Morelli, Sam Merulla, Tim Simmons*

**Resource Staff**

*Daniel Del Bianco, Jim Wibberley, Kevin Morton*

**Recording Secretary**

*Tracy McKillop*

**1.0 Welcome and Introductions** – Vicki Corcoran

Superintendent Vicki Corcoran welcomed everyone to the fourth North ARC public meeting and thanked them for their interest in the process and the contribution that they will make to the accommodation review. She also shared that she will be working with a co-chair appointed by the Committee. Mr. Grant Thomas is a member of the North ARC as a community representative. Superintendent Corcoran



introduced each of the Committee members as well as the Resource Staff, Jim Wibberley and Daniel Del Bianco and Mr. Kevin Morton from the Facilities Department.

### **2.0 Opening Remarks** – Vicki Corcoran

The Chair gave thanks to Don Pente and Jim Holubeshen for hosting and supporting the North Public Meeting. She shared that Scott Barr and Michael Root are assisting Daniel Del Bianco with the presentation this evening. Superintendent Corcoran stated that at tonight's meeting we will do four things:

The first is to provide an overview of the accommodation review process and work of the committee.

The second is to offer a look at the work completed by the North ARC at its meetings. If you are interested, all the information the committee has received and approved minutes are available to the public on the Board's website.

Thirdly we will share the accommodation recommendations developed by the North ARC and what our next steps will be.

And the fourth piece is to provide members of the community the opportunity to ask questions and make comments.

### **3.0 Presentations** – Daniel Del Bianco, Michael Root and Scott Barr

#### **3.1 Brief Overview of the Accommodation Review Process** – Daniel Del Bianco

To view the presentation please click on the following link: [http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NorthARC\\_Public\\_Meeting4\\_Dec6\\_2011-Final.pdf](http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/NorthARC_Public_Meeting4_Dec6_2011-Final.pdf)

Mr. Del Bianco reviewed "Why we are here tonight" as well as the ARC process. Mr. Del Bianco explained the Terms of Reference <http://www.hwdsb.on.ca/arc/wp-content/uploads/2010/11/Secondary-North-TOR1.pdf> as well as the difference between the working group meetings and the public meetings. He shared that the ARC works hard to achieve a recommendation and upon completion this report will go to the Board of Trustees (BOT) where they have a minimum of 60 days to make a final decision. Mr. Del Bianco shared the ACR timelines and stated that all of this information is on the Board web site [http://www.hwdsb.on.ca/arc/?page\\_id=8](http://www.hwdsb.on.ca/arc/?page_id=8)

#### **Why we are here tonight?**

- Provide an overview of the Accommodation Review Process
- Review the work completed by the Accommodation Review Committee (ARC)
- Review of "Concept Options" created by the ARC
- Next Steps of the ARC
- Receive input from the community on the ARC process and concept options

#### **The Accommodation Review Process**

- The process follows Ministry of Education guidelines, Board Policy and the Terms of Reference
- There are Committee working meetings and public meetings
- All meetings are open to the public
- The Accommodation Review Committee (ARC) is tasked with developing an accommodation solution that will address the long-term requirements of the community



### **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 final decisions

### **ARC Timelines:**

- 10 Working Group Meetings
- 4 Public Meetings
- ARC work scheduled to conclude in January 2012
- After receipt of final report Trustees have to wait a minimum of 60 prior to voting on a final decision

### **Review of the final ARC report?**

- **The ARC will review the final report at their next Working Group Meeting #10**
- **Reference Criteria (as outlined in the Board policy):**

**a) Accommodation:** Develop recommendations to maximize the utilization of Board facilities in the review area with a target of 100% utilization for a future ten-year period

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

**c) Program:** Develop recommendations around the strategic locations of Secondary School programs.

**d) Transportation:** Develop recommendations that address the implications of other recommendations on pupil transportation.

**e) Funding:** Develop a funding strategy to address any capital works that are contemplated in the recommendations above.

### **f) Implementation**

**g) Scope:** Delta – Glendale – Orchard Park - Parkview - Sir John A. Macdonald – Sir Winston Churchill

**h) Timeline:** Final ARC Report Due on January 12, 2012

### **Initial Information Presented to the North ARC:**

- School Information Profiles (SIP)
- Accommodation recommendation prepared by senior administration
  - Close Delta and Parkview (June 2013)
  - Relocate students to existing facilities (September 2013)
- Correspondence from the community

The Committee have looked at the School Information Profiles (SIP) which are profiles of all the schools involved in this ARC and contain 181 items.

Mr. Del Bianco shared the Staff Recommendation. He explained that the Board is mandated to come up with a recommendation by the Ministry. Mr. Del Bianco indicated that the Board decided to put their recommendation out early in the process to initiate discussion. The Program Strategy has been shared with the Committee as well as the correspondence that has been received to date.

Mr. Del Bianco ended by encouraging everyone to view the web site or feel free to attend the meetings.



Michael Root thanked the people for coming. Mr. Root commented on how congenial the meetings have been and how the Resource Staff has been very supportive during the process. Mr. Root extended thanks to Kenneth Bain, the Associate Director, for providing the jumping off point early in the process which has supported the North ARC with a starting point.

Mr. Root shared with the group the capacity vs. enrolment in the current situation with the schools within the North ARC. Mr. Root shared the work completed by the ARC to date. He touched briefly on the meeting with the South ARC and the fact that they actually stepped outside of the normal mandate to make this consideration and the school tours. He spoke of the public meetings and how supportive they were to hear the concerns of the public and communities.

Mr. Root reviewed the Staff Recommendation which was to close Delta and Parkview and distribute those students amongst the remaining schools. He shared how in the group meetings everyone was welcome and supported by speaking from the heart.

**Work Completed by the ARC:**

- 9-Working Group Meetings
- 3-Public Meetings
- 1-Joint meeting with the South ARC
- 1-School Tour
- 3-presentations from community groups
- Developed a final ARC accommodation strategy
- Developed a recommended program strategy

**Working Group Meetings:**

- 9-Working Group Meetings, beginning in January 2011
- All open to the public as observers
- Opportunity for the ARC to do their work
  - Review community input
  - Review requested data
  - Develop accommodation options
  - Understand the needs of all of the schools located within the ARC and their communities
  - Presentations from Board staff
- Enrolment and Demographic
- Program Strategy
- Facilities Management Department

**Public Meetings:**

- **Public Meeting #1**
  - February 22, 2011 (Sir John A. Macdonald)
  - Review of ARC process and staff recommendation
- **Public Meeting #2**
  - May 24, 2011 (Glendale)
  - Presentation of “Concept Option” developed by the ARC
- **Public Meeting #3**
  - October 25, 2011 (Sir Winston Churchill)
  - Presentation of ARC recommended option



**Joint Meeting with the South ARC:**

- September 15, 2011
- Review vocational school programming and other common areas of interest

**Presentations from Community Groups:**

- David Derbyshire, Community Planning Team
- Terry Cooke, Hamilton Community Foundation
- Paul Johnson: Director of Neighbourhood Development Strategies, City of Hamilton

**Developing final ARC recommendation and Program Strategy:**

- Develop concept options in break-out groups
- ARC developed 4 concept options and directed resource staff to further explore them over the course of the summer
- Large group discussion and review of concept options
- Proposed Boundaries
- Financial Impact
- ARC eliminates 1 of the 4 concept options and the staff recommendation
- Large group discussion and review of 3 remaining concept options
- ARC eliminates 2 concept options and votes to proceed to *Public Meeting #3* with Option #3

**3.3 Accommodation Option Create by the North ARC** - Scott Barr

Mr. Scott Barr shared the North ARC Final Recommendation which is:

*Closure of Delta, Parkview and Sir John A. Macdonald  
Construction of a new school on a centrally located site*

**New HWDSB Secondary School**

- Proposed construction of a new 1,250 pupil place school
- Centrally located in the downtown core
- Boundary to include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta catchment area
- Target opening date: September 2015

Optimal size would be 1250 pupil place school.

Scott shared the program strategy. The slide shows that all of the courses within the chart are in addition to what is currently being offered.

Scott shared the support levels in the tiered programming.

**Sir John A. Macdonald Secondary School**

- Closure of the facility in June 2015
- The existing catchment area will become part of the new school

**Delta Secondary School**

- Closure of the facility in June 2015
- The majority of the existing catchment area will become part of the new school
- Queen Mary will become an associate school of Sir Winston Churchill



### **Parkview Secondary School**

- Closure of the facility in June 2015
- The entire Parkview program will be accommodated in the new school

### **ARC Recommendation:**

To create a committee post ARC comprised of school council members, students, parents, staff, community members to inform direction around the transition, program, facilities, and supports necessary for the success of the Parkview students.

Mr. Barr shared that we have heard the concern for the Parkview students. We heard the concern and passion for the students; however, not for the building. He thanked everyone for their courage in standing in front of the group to share their emotions and concerns.

### **Sir Winston Churchill Secondary School**

- Boundary realignment to include the Queen Mary associate school (formally aligned with Delta)

### **Glendale Secondary School**

- No change to existing boundary

### **Orchard Park Secondary School**

- No change to existing boundary

### **Rationale for ARC Recommended Option:**

- Fulfills Mandate of the Committee
  - Opportunity for enhanced programming at new facility
  - Improves facility utilization
  - Increased long-term enrolments at the remaining facilities
  - Results in a positive impact on the long-term maintenance, operational and renewal costs of the Board – unfunded liability
- Even distribution throughout the North cluster of schools
  - Minimize travel times/ distances for students
- Consistent with what we have heard at our public meetings and delegations at our working group meetings
- Reviewed presence in the downtown core

### **Additional ARC Recommendations:**

- To create a committee post ARC comprised of school council members, students, parents, staff, community members to inform direction around the transition, program, facilities, and supports necessary for the success of the Parkview students
- All schools remain open until such time as the new facility is ready to open in September 2015 and the students will move on mass to the new school
- That Facilities Management consult with the principal and teacher specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee

### **3.4 Next Steps – Scott Barr**

Mr. Barr shared the next steps for the North ARC.



- **Working Group Meeting #10** (January 10, 2012)

- Review community input from Public Meeting #4
- Review and finalize ARC report

- **Final ARC report is due January 12, 2012**

The Chair shared the meeting norms with the group and the floor was opened for questions.

#### **4.0 Questions** – Grant Thomas

Grant Thomas reminded the audience that these are only recommendations.

Grandmother of the Parkview student shared that she is looking forward to a brand new school for the Parkview students. She shared her concern regarding the bullying in school and the size of the school which might be overwhelming for these students.

Grant shared that is why they would like to have a sub committee.

A gentleman spoke of the possibility of putting solar panels on the roof and shared some ideas around building the school.

Kevin Morton shared that solar panels have been installed on Waterdown High and that they will be considering this in the future. They will be considering this going forward as well as wind mills or any energy initiative in the future.

Steve Calverley thanked the ARC Committee for their work and thanked them for listening to the experts in the Community. He gave his sincere thanks for being heard and complimented them on a great job.

Allison Bailey read a statement that she had written. She spoke of what Sharon Stephanian had stated regarding 21<sup>st</sup> Century learner. She is not seeing the new model for the 21<sup>st</sup> Century. She is not seeing collaboration she still sees the classroom with the teacher at the front of the room. If we close the schools how long will they sit and be derelict. We need a new way to measure the schools and utilization. She spoke of capacity and the need to solve problems without closing schools. We need people to come up with 21<sup>st</sup> Century solutions. She feels that we need to come up with other ideas.

Lyla Miklos spoke about the Parkview students and they may have indicated that they were not married to the building; however, Lyla stated that she did hear that they wanted their own facility.

Grant shared that they will have a sub committee to support the transition of students to the new school.

There was a question if it would be possible to move the French Immersion program into the North Cluster of schools.

Superintendent Joshua spoke about the program and the interest of the students and the desire to have programs within all clusters. They do not want to add French Immersion into this cluster if it will sabotage French Immersion in another school. If there is a desire for this program then it will certainly be taken into consideration.

Q. Was there any consultation or was this it just decided to close Sir John A Macdonald?



Mr. Barr stated that there were originally nine options brought forward during the nine working group meetings and this information was shared with the public over the past three public meetings and this is the one that the Committee felt was the most viable.

Q. What communication process was used to notify the public of this meeting because of the low attendance?

A. The same process was used for all of the meetings. The meeting was advertised in the newspaper, on the web site and through community newsletters.

King George was built to be used as a hospital during the war time. If the Board is tearing down the King George School will there be a plaque to honour the soldiers who died for our freedom and will it be addressed.

Trustee Laura Peddle addressed the Committee and stated that she is struggling to understand the rationale behind the Committee's decision and the criteria that was used. She feels that this needs to be provided in the report.

Mr. Del Bianco stated that we are now in the fourth public meeting and we have had nine working group meetings and three public meetings. The ARC Committee does have the rationale and the criteria that were used. If we were to share that we would have needed to commence the meeting at noon today. This public meeting has been built off of all of the previous meetings.

A woman expressed that it is too difficult to try and interpret the information when you are looking at it on the web site.

Mr. Del Bianco shared that there is rationale. He spoke of the 115 schools within the Board, and the excess 1600 pupil places, the costs to run the schools, and that funding is based on the number of students enrolled not what the operating costs are. He spoke of "for every \$18 dollars of need we only have \$1.00 to throw at it." Program needs need to be taken into consideration and do we have the facilities to provide the program needs. We want easy access for the students. HWDSB has the oldest Secondary Schools in the Province. He shared the issues with the boundaries if Sir John A Macdonald is kept open. The other component is that we have to follow the Ministry of Education guidelines; however, we are not going to get the funding to do that. We have explored the idea and advertised sharing space with Community Partners. When you are conducting a business case for a new school how are you addressing the excess pupil places? This is not a Hamilton process you are one of 72 school Boards so how do you get those funds – you need to have a strong business case.

Committee member Geoff Coombs addressed why Sir Winston Churchill was not chosen – it is over capacity. Orchard Park is way out there and Glendale has something happening with co- terminus board.

Delta and Sir John A Macdonald are under utilized and over time they will be less utilized – so combine them in one and this addresses the utilization needs.

Committee member Danielle Bawden shared that when students decline how can we provide the courses if we don't have the teachers, students or programs and that is what we are faced with at Delta. We would love to have those programs and the facility is not updated. It has nothing to do with the building but it has to do with the future.



Committee member Sandra Binns stated with a new school in a new location the students will not have to jump from school to school to school. We are recommending a building in a new location so no students need to move prior the completion of the school. We don't want to move students to a school that is no better than they have right now.

C. I asked that last time about the transportation piece. That is a huge area and you have no high school.

Scott Barr shared that one piece that they asked for was where do the students come from. If the new school is in the middle it is the same distance for Sir John A Macdonald and the Delta area to the new facility. The difference is the downtown core and where you believe the downtown is located.

Superintendent Pat Rocco spoke about the transportation policy. He understands the limitation of the HSR. The transportation policy will be in place and we will have to consider and address the transportation needs. This will be a major part of our consideration and your point is well taken.

Q. Is there going to be some kind of Committee or continued support to determine programming at the new school?

Superintendent Joshua shared that we are paying attention to the transition process and we listen to student voice. So there will be a number of opportunities to hear the parent voice.

Transportation is a serious concern and high school students come up with ideas to avoid going to school e.g. they do not want to walk to school in a heat waves or mucky weather. She raised the bullying issue once again. Three kilometres is too far to walk in awful weather conditions.

Superintendent Pat Rocco shared the importance of working together. There is a Ministry policy and well as a Board courtesy consideration. We want your child in our schools so we need to work together.

Superintendent Pat Rocco shared that this is only a recommendation and if this is chosen then the need to apply for the funding and the people who are looking for a site will take all of this into consideration.

A grandmother shared that we need to have this in writing and someone needs to advocate for these special students and they have a right to safe transportation.

Grant Thomas shared that there is a misconception about downtown. He stated that the recommendation is to have a centrally located site.

John Withers shared that you can not share the location because developers will go after the land to make a quick dollar and the land costs will escalate and jeopardize this option. What happens five years down the road? This is the start of the process and unfortunately we all have to change. The Catholic Board has begun to replace and build new schools and HWDSB needs to do the same.





## Secondary Accommodation Review Committee



### Secondary Pupil Accommodation Review Committee

# North Accommodation Review Committee Public Meeting #4

Sir John A. Macdonald Secondary School  
December 6, 2011

Delta – Glendale – Orchard Park - Parkview - Sir John A. Macdonald – Sir Winston Churchill



## **Why are we here tonight?**

- Provide an overview the of the ARC process
- Review the work completed by the ARC
- Review of final ARC recommendation
- Next Steps of the ARC
- Receive input from the community on the ARC process and proposed option





## Secondary Accommodation Review Committee



# Overview of the Accommodation Review Process



## **The Accommodation Review Process:**

- The process follows Ministry of Education guidelines, Board Policy and the Terms of Reference
- There are committee working meetings and public meetings.
  - All meetings are open to the public
- The Accommodation Review Committee (ARC) is tasked with developing an accommodation solution that will address the long-term requirements of the community



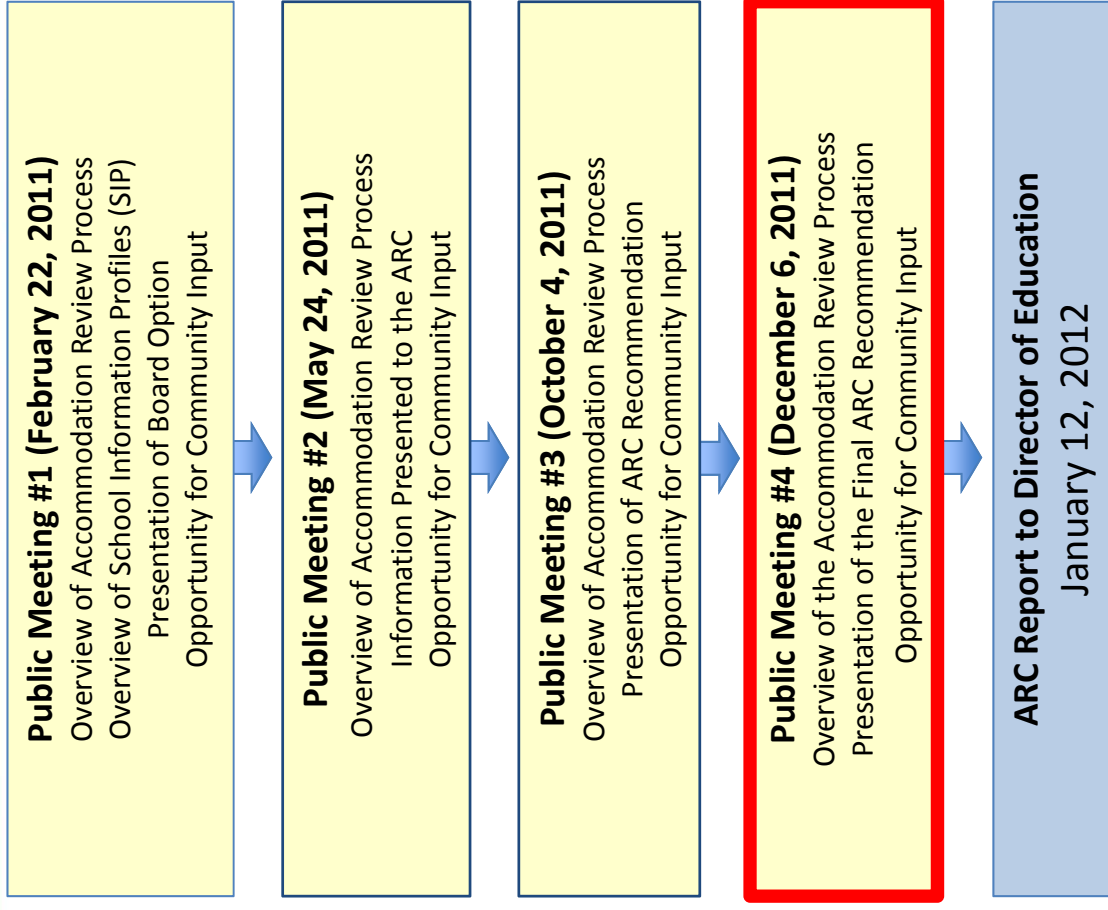
## **ARC Recommendations:**

- 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 final decisions



## ARC Timelines:

- 10 Working Group Meetings
- 4 Public Meetings
- ARC work scheduled to conclude in January 2012
- After receipt of final report, Trustees have to wait a minimum of 60 prior to voting on a final decision





## Review of the final ARC report?

- **The ARC will review the final report at their next Working Group Meeting #4**
- **Reference Criteria (as outlined in the Board policy):**
  - a) **Accommodation:** Develop recommendations to maximize the utilization of Board facilities in the review area with a target of 100% utilization for a future ten-year period
  - b) **Facility Condition:** Develop recommendations for capital improvements (i.e. repairs, renovations or major capital projects such as new construction) into existing facilities and sites along with a funding strategy to pay for those improvements.
  - c) **Program:** Develop recommendations around the strategic locations of Secondary School programs.
  - d) **Transportation:** Develop recommendations that address the implications of other recommendations on pupil transportation.
  - e) **Funding:** Develop a funding strategy to address any capital works that are contemplated in the recommendations above.
  - f) **Implementation**
  - g) **Scope:** Delta – Glendale – Orchard Park – Parkview – Sir John A. Macdonald – Sir Winston Churchill
  - h) **Timeline:** Final ARC Report Due on January 12, 2012



## **Initial Information Presented to the North ARC:**

- School Information Profiles (SIP)
- Accommodation recommendation prepared by senior administration
  - Close Delta and Parkview (June 2013)
  - Relocate students to existing facilities (September 2013)
- Correspondence from the community



## Keep Informed:

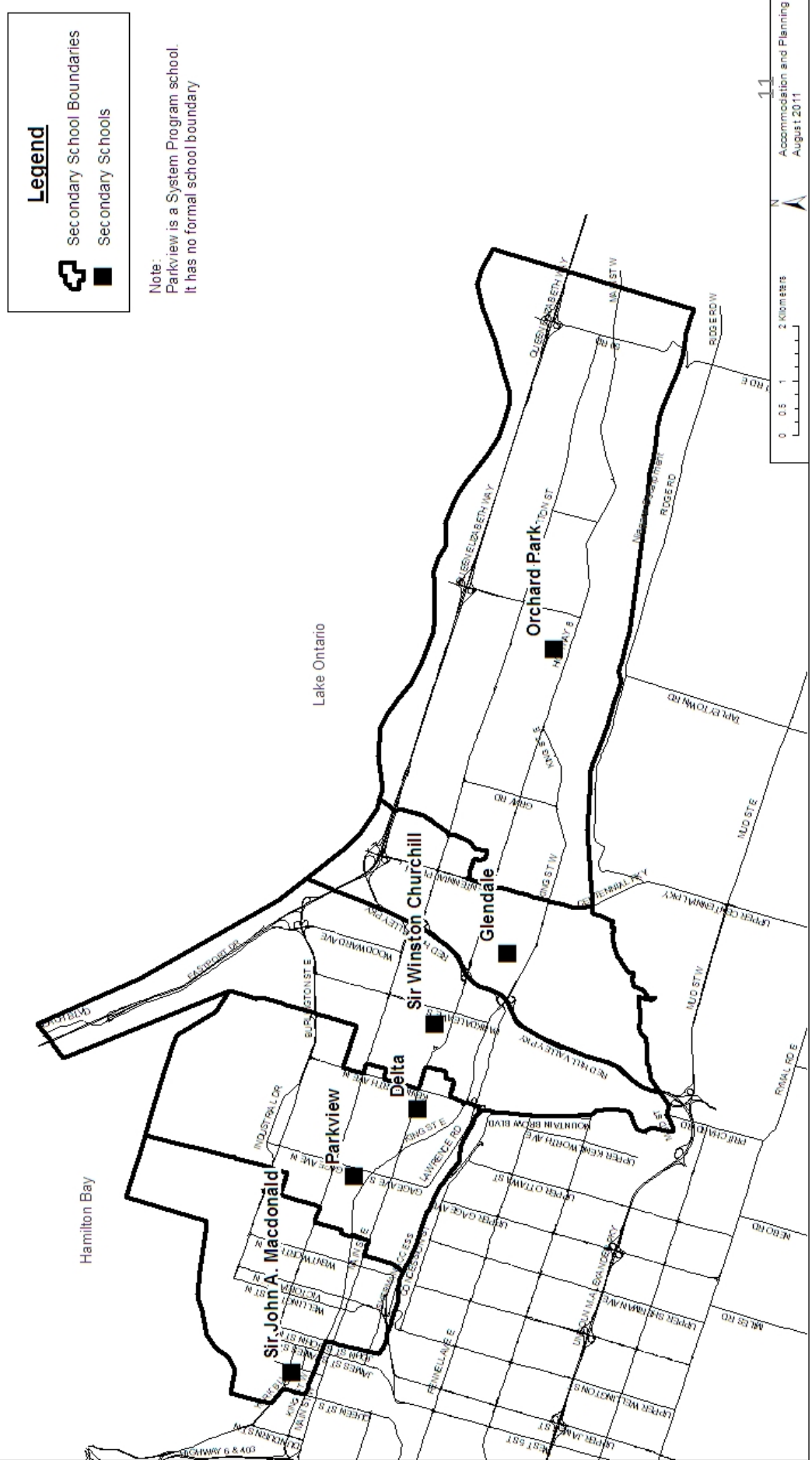
- All information is posted on the Board's website:
- <http://www.hwdsb.on.ca/arc/>
- All meetings are open to the public



# Work Completed by the ARC

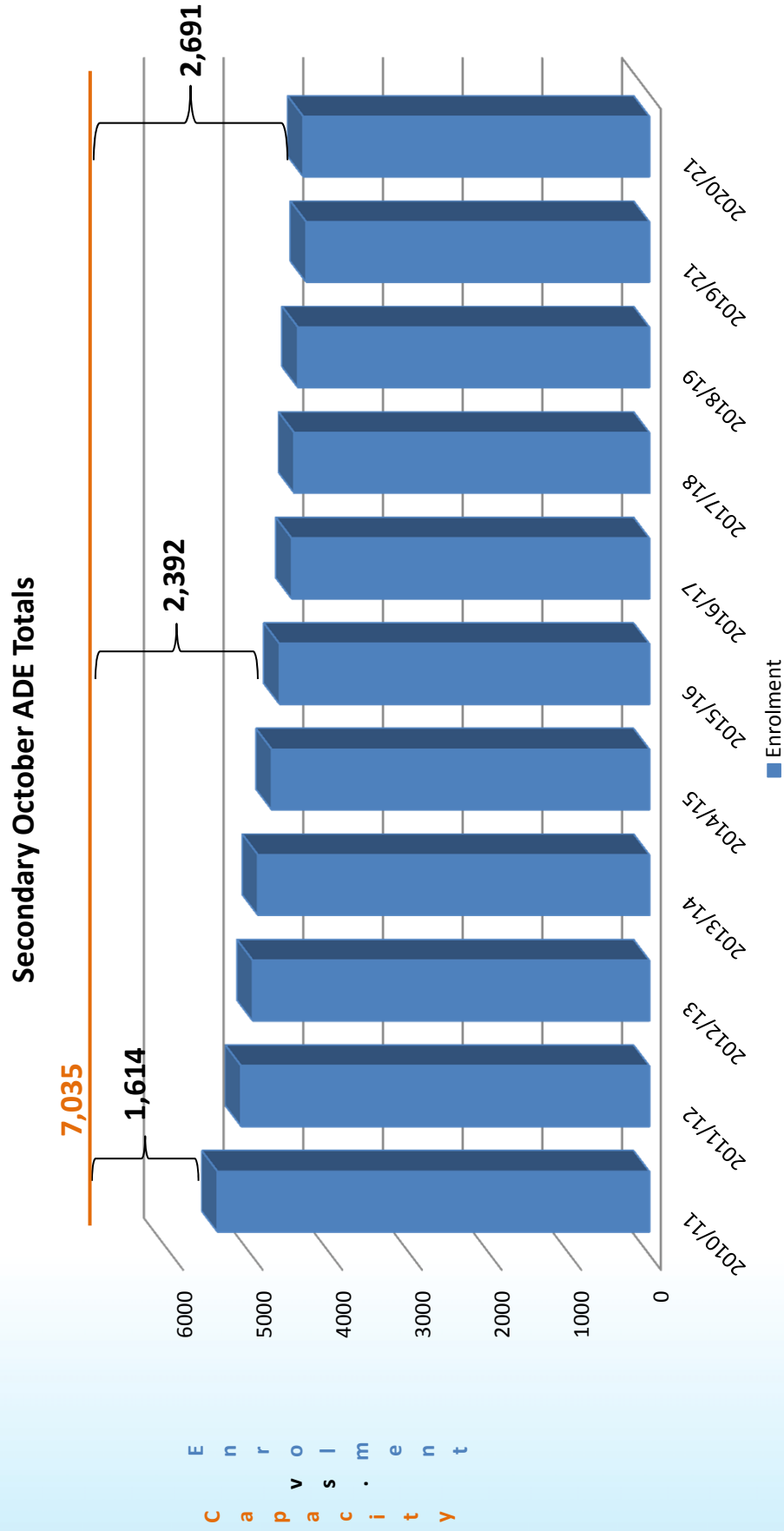


**North Secondary Accommodation Review - 2010 - 2011 School Locations and Boundaries**





## Enrolment and Capacity Challenges faced by the North ARC:





## **Work Completed by the ARC:**

- 9-Working Group Meetings
- 3-Public Meetings
- 1-Joint meeting with the South ARC
- 1-School Tour
- 3-presentations from community groups
- Developed a final ARC accommodation strategy
- Developed a recommended program strategy



## **Working Group Meetings:**

- 9-Working Group Meetings, beginning in January 2011
- All open to the public as observers
- Opportunity for the ARC to do their work
  - Review community input
  - Review requested data
  - Develop accommodation options
  - Understand the needs of all of the schools located within the ARC and their communities
- Presentations from Board staff
  - Enrolment and Demographic
  - Program Strategy
  - Facilities Management Department



## **Public Meetings:**

- **Public Meeting #1**
  - February 22, 2011 (Sir John A. Macdonald)
  - Review of ARC process and staff recommendation
- **Public Meeting #2**
  - May 24, 2011 (Glendale)
  - Presentation of “Concept Option” developed by the ARC
- **Public Meeting #3**
  - October 25, 2011 (Sir Winston Churchill)
  - Presentation of ARC recommended option



## **Joint Meeting with the South ARC:**

- September 15, 2011
- Review vocational school programming and other common areas of interest



## **Presentations from Community Groups:**

- David Derbyshire, Community Planning Team
- Terry Cooke, Hamilton Community Foundation
- Paul Johnson: Director of Neighbourhood Development Strategies, City of Hamilton



## Developing final ARC recommendation and Program Strategy:

- Develop concept options in break-out groups
- ARC developed 4 concept options and directed resource staff to further explore them over the course of the summer
- Large group discussion and review of concept options
  - Proposed Boundaries
  - Financial Impact
- ARC eliminates 1 of the 4 concept options and the staff recommendation
- Large group discussion and review of 3 remaining concept options
- ARC eliminates 2 concept options and votes to proceed to *Public Meeting #3* with Option #3



## Additional Options Considered by the North ARC:

Proposed ARC Options	Delta	Glendale	Orchard Park	Parkview	Sir John A. Macdonald	Sir Winston Churchill	New School
Staff Recommendation	Close	Receives IC Students	Receives IC Students	Close	Boundary Change	Receives IC Students	N/A
ARC Option #1	Close	No Change	No Change	No Change	Boundary Change	Close	Yes
ARC Option #2	Close	No Change	No Change	No Change	Close	Boundary Change	Yes
ARC Option #3	Close	No Change	No Change	Close	Close	Boundary Change	Yes
ARC Option #4	Close	No Change	No Change	Close	No Change	Rebuild On site	Yes





# Final ARC Recommended

*Closure of Delta, Parkview and Sir John A. Macdonald  
Construction of a new school on a centrally located site*



## **New HWDSB Secondary School**

- Proposed construction of a new 1,250 pupil place school
- Centrally located in the downtown core
- Boundary to include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta catchment area
- Target opening date: September 2015



## New HWDSB Secondary School (Con't)

### Program Recommendation:

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





## **Sir John A. Macdonald Secondary School**

- Closure of the facility in June 2015
- The existing catchment area will become part of the new school



## **Delta Secondary School**

- Closure of the facility in June 2015
- The majority of the existing catchment area will become part of the new school
- Queen Mary will become an associate school of Sir Winston Churchill



## **Parkview Secondary School**

- Closure of the facility in June 2015
- The entire Parkview program will be accommodated in the new school

### **ARC Recommendation:**

To create a committee post ARC comprised of school council members, students, parents, staff, community members to inform direction around the transition, program, facilities, and supports necessary for the success of the Parkview students



## Sir Winston Churchill Secondary School

- Boundary realignment to include the Queen Mary associate school (formally aligned with Delta)

### Program Recommendation (New/Relocated):

POC/Specialization	SHSM	Special Education
Environmental Program, Grd 12	Health & Wellness	Tier 1: Resource Support
Hockey Academy	Personal Support Worker	Tier 3: Specific Support Program, Developmental
<b>Outbound</b>	<b>Hospitality &amp; Tourism: Food Services</b>	Tier 3: Graduated Support Program
<b>NYA:WEH Program</b>	<b>Arts &amp; Culture: Digital Media</b>	<b>Comprehensive Support Program</b>
	<b>Aviation &amp; Aerospace</b>	
	<b>Environment</b>	
	<b>Manufacturing</b>	

Please Note: Existing Programs/ **New Programs**



## Glendale Secondary School

- No change to existing boundary

### Program Recommendation:

POC/Specialization	SHSM	Special Education
ALPHA Program	Arts & Culture	Tier 1: Resource Support
ESL/ELD	<b>Health &amp; Wellness: Childcare &amp; Family Service</b>	Tier 3: Extensive Support Program, Autism
International Baccalaureate (IB)	<b>Business</b>	<b>Tier 2: Comprehensive Support</b>
Soccer Academy	<b>Non-Profit</b>	
<b>Strings</b>	<b>Transportation</b>	
<b>French Immersion</b>		

Please Note: Existing Programs/ **New Programs**

27



## Orchard Park Secondary School

- No change to existing boundary

### Program Recommendation:

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

Please Note: Existing Programs/ **New Programs**

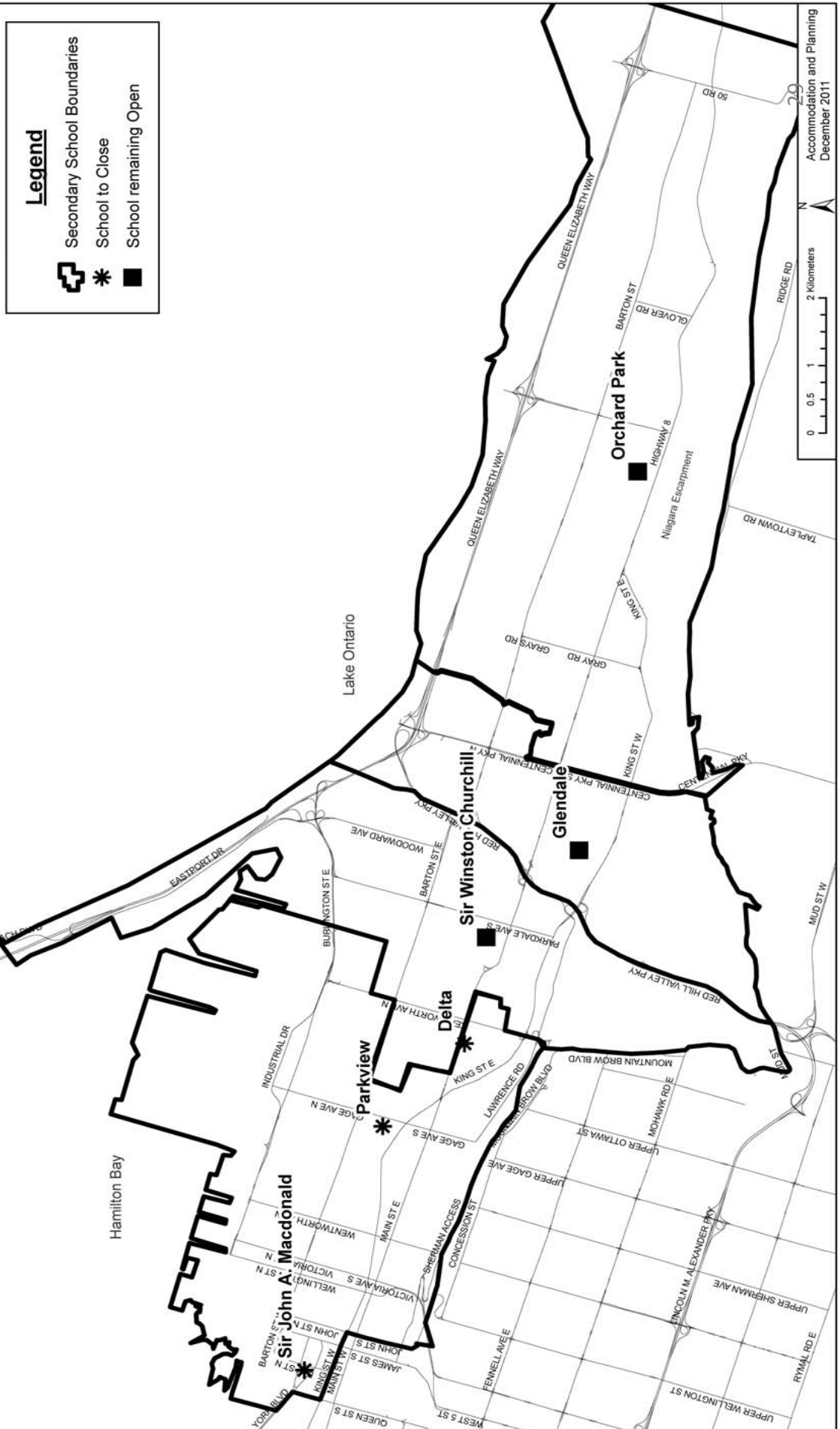


## Secondary Accommodation Review Committee



**North Accommodation Review Committee Concept-Closure of Delta, Parkview and Sir John A. Macdonald**

**Construct a New School on A Centrally Located Site which will include the Parkview Program**

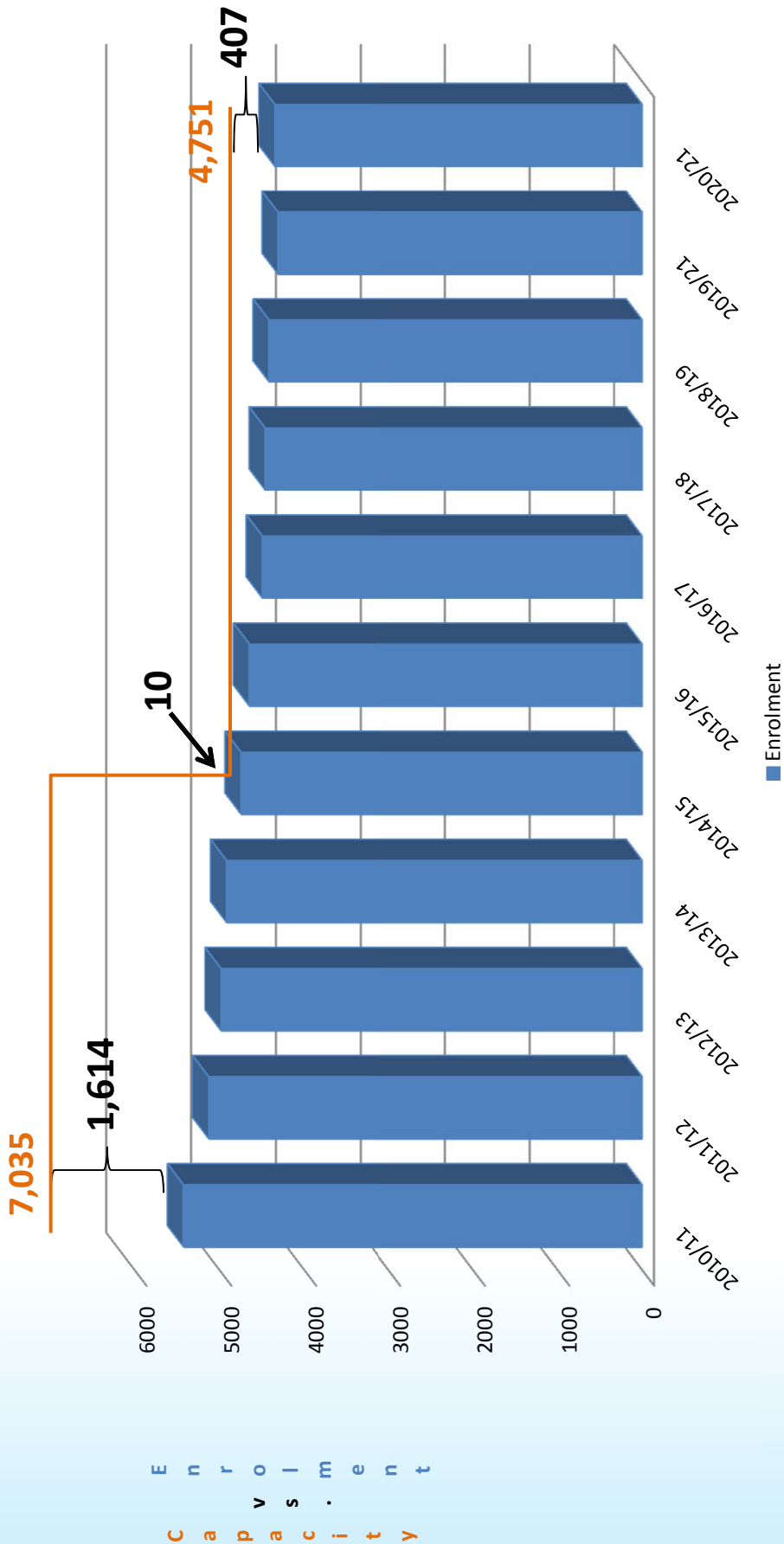




## Utilization: Arc Concept Option 3

(Closure of Delta, Parkview, Sir John A. Macdonald and construct a new school on centrally located site)

Secondary October ADE Totals





## ARC Concept Option 3:

School	Capacity	2010		2014		2020	
Delta	1,431	Enrolment	775	0	0	0	0
		Utilization	54%	0%	0%	0%	0%
Glendale	1,122	Enrolment	930	883	809	809	809
		Utilization	83%	79%	72%	72%	72%
Orchard Park	1,290	Enrolment	1,137	1,087	1,133	1,133	1,133
		Utilization	88%	84%	88%	88%	88%
Parkview	534	Enrolment	266	0	0	0	0
		Utilization	50%	0%	0%	0%	0%
SJAM	1,569	Enrolment	1,122	0	0	0	0
		Utilization	72%	0%	0%	0%	0%
SWC	1,089	Enrolment	1,191	1,275	1,005	1,005	1,005
		Utilization	109%	117%	92%	92%	92%
New School	1,250	Enrolment	0	1,496	1,397	1,397	1,397
		Utilization	0%	137%	128%	128%	128%
Total Utilization			77%	100%	91%	91%	91%



## Financial Costs of ARC Recommendation:

Costs		ARC Option #3
1	Construction & Program upgrades	\$ 41,563,395
Funding Sources		
2	Ministry Capital Funding	\$ 32,513,395
3	Proceeds of disposition	\$ 8,945,000
4	Total	\$ 41,458,395
Potential Costs to Board of Option		
Line 1- Line 4		\$ 105,000



## Legacy Costs of ARC Recommendation:

Costs	ARC Option #3
Estimated costs for Accessibility to Current Ontario Building Code	\$ 300,000
Estimated costs for Mechanical & Electrical upgrades for air conditioning	\$ 5,413,000
Estimated renewal costs to meet student objectives and asbestos(not program)	\$ 8,577,226
Estimated costs Remaining Renewal(not identified as critical)	\$ 12,590,097
<b>ESTIMATED TOTAL LEGACY COSTS</b>	<b>\$26,880,323</b>



## **Rationale for ARC Recommended Option:**

- Fulfills Mandate of the Committee
  - Opportunity for enhanced programming at new facility
  - Improves facility utilization
  - Increased long-term enrolments at the remaining facilities
  - Results in a positive impact on the long-term maintenance, operational and renewal costs of the Board – unfunded liability
- Even distribution throughout the North cluster of schools
  - Minimize travel times/ distances for students
- Consistent with what we have heard at our public meetings and delegations at our working group meetings
- Reviewed presence in the downtown core



## **Additional ARC Recommendations:**

- To create a committee post ARC comprised of school council members, students, parents, staff, community members to inform direction around the transition, program, facilities, and supports necessary for the success of the Parkview students
- All schools remain open until such time as the new facility is ready to open in September 2015 and the students will move on mass to the new school
- That Facilities Management consult with the principal and teacher specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee





## Secondary Accommodation Review Committee



# Next Steps



## **Next Steps of the North ARC:**

- **Working Group Meeting #10** (January 10, 2012)
  - Review community input from Public Meeting #4
  - Review and finalize ARC report
- **Final ARC report is due January 12, 2012**




## **Why are we here tonight?**

- ✓ Provide an overview the of the ARC process
- ✓ Review the work completed by the ARC
- ✓ Review of the final ARC recommendation
- ✓ Next Steps of the ARC
- Receive input from the community on the ARC process and concept options






**Secondary Accommodation  
Review Committee**




## New HWDSB Secondary School

- Proposed construction of a new 1,250 pupil place school
- Centrally located in the downtown core
- Boundary to include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta catchment area
- Target opening date: September 2015

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**Secondary Accommodation  
Review Committee**






## New HWDSB Secondary School (Con't)

**Program Recommendation:**

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

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### **Sir John A. Macdonald Secondary School**

- Closure of the facility in June 2015
- The existing catchment area will become part of the new school

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### **Delta Secondary School**

- Closure of the facility in June 2015
- The majority of the existing catchment area will become part of the new school
- Queen Mary will become an associate school of Sir Winston Churchill

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Secondary Accommodation  
Review Committee

## Parkview Secondary School

- Closure of the facility in June 2015
- The entire Parkview program will be accommodated in the new school

**ARC Recommendation:**

To create a committee post ARC comprised of school council members, students, parents, staff, community members to inform direction around the transition, program, facilities, and supports necessary for the success of the Parkview students

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Secondary Accommodation  
Review Committee

## Sir Winston Churchill Secondary School

- Boundary realignment to include the Queen Mary associate school (formally aligned with Delta)

**Program Recommendation (New/Relocated):**

POC/Specialization	SHSM	Special Education
Environmental Program, Grd 12	Health & Wellness	Tier 1: Resource Support
Hockey Academy	Personal Support Worker	Tier 3: Specific Support Program, Developmental
Outbound	Hospitality & Tourism: Food Services	Tier 3: Graduated Support Program
NYA:WEH Program	Arts & Culture: Digital Media	Comprehensive Support Program
	Aviation & Aerospace	
	Environment	
	Manufacturing	

Please Note: Existing Programs/ New Programs

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**Secondary Accommodation  
Review Committee**

## Glendale Secondary School

- No change to existing boundary

**Program Recommendation:**

POC/Specialization	SHSM	Special Education
ALPHA Program	Arts & Culture	Tier 1: Resource Support
ESL/ELD	Health & Wellness: Childcare & Family Service	Tier 3: Extensive Support Program, Autism
International Baccalaureate (IB)	Business	Tier 2: Comprehensive Support
Soccer Academy	Non-Profit	
Strings	Transportation	
French Immersion		

Please Note: Existing Programs/ New Programs

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**Secondary Accommodation  
Review Committee**

## Orchard Park Secondary School

- No change to existing boundary

**Program Recommendation:**

POC/Specialization	SHSM	Special Education
Basketball Academy	Hospitality & Tourism: Food Services	Tier 1: Resource Support
Fashion & Aesthetics Industry	Construction	Tier 3: Specific Support Program, Developmental
Football Academy	Health & Wellness (Fitness Focus)	Tier 3: Graduated Support Program
Robotics	Justice & Community Service	Tier 2: Comprehensive Support
Advanced Placement		

Please Note: Existing Programs/ New Programs

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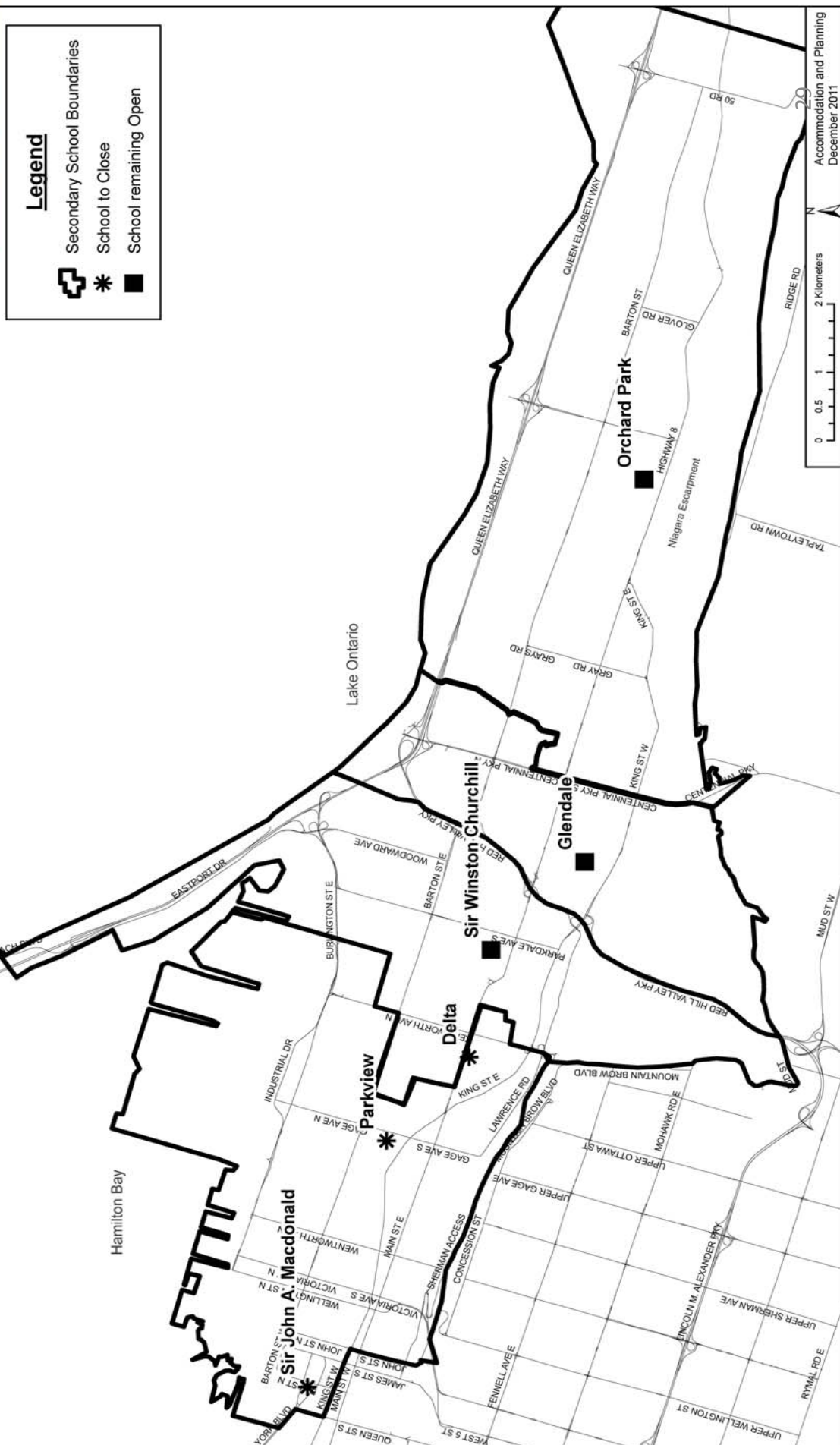


## Secondary Accommodation Review Committee



## Accommodation & Planning

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





## **Additional ARC Recommendations:**

- To create a committee post ARC comprised of school council members, students, parents, staff, community members to inform direction around the transition, program, facilities, and supports necessary for the success of the Parkview students
- All schools remain open until such time as the new facility is ready to open in September 2015 and the students will move on mass to the new school
- That Facilities Management consult with the principal and teacher specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee



**North - Accommodation Review Committee  
Working Group Meeting  
January 10, 2012**

**Hamilton-Wentworth District School Board  
Board Room - 6:00 pm**

**AGENDA**

- 1. Call to Order – Superintendent Vicki Corcoran, Chair**
- 2. Agenda**
  - 2.1 Additions/Deletions**
  - 2.2 Approval of the Agenda**
- 3. Debrief of the Public Meeting**
- 4. Minutes of the Meeting of November 15, 2011**
  - 4.1 Errors or Omissions**
  - 4.2 Approval of the Minutes**
  - 4.3 Business Arising from the Minutes**
- 5. Minutes of the Public Meeting of December 6, 2011**
  - 5.1 Errors or Omissions**
  - 5.2 Approval of the Minutes**
  - 5.3 Business Arising from the Minutes**
- 6. North ARC Final Report**
  - 6.1 Program Placement Chart - updated**
  - 6.2 New School Components**
  - 6.3 Draft Final Report**
  - 6.4 Approval of Final Report**
- 7. Correspondence**
- 8. Other Business**
  - 8.1 Approving the minutes of this meeting.**
- 9. Adjournment**

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



Appendix O-2  
Hamilton-Wentworth District School Board (HWDSB)

North Accommodation Review Committee Meeting

Board Room – Education Centre

January 10, 2012

Working Meeting #10

Minutes

**Attendance:**

**Committee Members**

*Chair – Vicki Corcoran*

*Voting Members – Anna Busse, Michele Cameron, Michael Chalupka, Lisa Deys, Annie Fu, Jane Henry, Marie Jackson, Rick Kunc, Mohamud Mohamed, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers*

*Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Lawrie Cook, Glenn Cooke, Geoff Coombs, Mark Currie, Jim Holubeshen, Peter Joshua, Nancy Leach, Ray Mulholland, Maria Pearson, Don Pente, Bob Pratt, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Carol Town, Todd White*

**Regrets**

*Voting Members – Sandra Binns, Laura Gill*

*Non-Voting Members – Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla*

**Resource Staff**

*Daniel Del Bianco, Jim Wibberley, Kevin Morton*

**Recording Secretary**

*Tracy McKillop*

**1.0 Call to Order**

Superintendent Vicki Corcoran welcomed everyone to the final working group meeting and also welcomed members of the public who were sitting in the Gallery.



## **2.0 Agenda**

### **2.1 Additions and Deletions –**

The Committee agreed to take a short break to allow time for Tracy McKillop to print off this evening's minutes to be approved by the Committee. The break will occur after #7 (Correspondence).

### **2.2 Approval of the Agenda** – The amended agenda was approved by consensus.

**3.0 Debrief of the Public Meeting** – There were no comments made by the Committee regarding the public meeting.

## **4.0 Minutes of the meeting of November 15, 2011**

### **4.1 Errors or Omissions** – There were none.

### **4.2 Approval of the Minutes** – The minutes were approved by consensus.

### **4.3 Business Arising from the Minutes** - None were noted.

## **5.0 Minutes of the meeting of December 6, 2011**

### **5.1 Errors or Omissions** – There was a minor change made to the minutes.

### **5.2 Approval of the Minutes** – The amended minutes were approved by consensus.

### **5.3 Business Arising from the Minutes** - None were noted.

## **6.0 North ARC Final Report**

### **6.1 Program Placement Chart – updated**

The Committee received the updated program placement chart. There were no questions.

### **6.2 New School Components –**

Mr. Del Bianco shared the components of the new school with the Committee. This information indicated what a typical 1250 pupil place school would include in the facility. This is a standard template and a high level overview.

C. There was some surprise expressed at the fact that the classrooms are loaded at 21 students when in fact some of the HWDSB classrooms have 33 students in each classroom. Mr. Del Bianco shared that a classroom of 750 square feet is loaded at 21 students by the Ministry. This is how the Board is funded and this is the Ministry template.

C. The auditorium is not listed on this information sheet.

Mr. Del Bianco shared that the Ministry does not fund an auditorium and that would need to be funded by the Board.



Mr. Kunc shared that the 21 students loading pertains to a 750 square foot classroom and it is based on the square footage. He also shared that a functional kitchen would be required for some of the programming and that is not listed on this sheet.

Trustee Bishop agreed with Mr. Kunc and felt that it was important to also look at including community programming and use of the kitchen. She also spoke to including child care facilities within the school.

Where will the Tier 2 and Tier 3 students be accommodated?

They would be considered classes so they would be in classrooms.

Mr. Del Bianco reiterated that this information is a high level overview. Once a final decision has been made by the Board of Trustees then changes could be made regarding the final allocation of rooms, programming and school needs.

Do the 21 students and classrooms include funding for the equipment that will be required for the program?

Mr. Wibberley shared that the equipment would come out of a different budget. It would not come out of the construction costs.

Do they provide restaurant level equipment for hospitality programs? Are we going to be able to fund all of the special programs?

Superintendent Rocco shared that prior to the purchasing of equipment the Board will have input from the Principals regarding the equipment required to meet the programming needs. They will have an opportunity to visit other facilities as well.

A Committee member shared that there will be equipment that is transferable from the schools that will be closing.

**6.3 Draft Final Report** – Mr. Del Bianco shared the Draft Final Report with the Committee.

Q. Are we going to lay out how we arrived at our decision in the appendices since this was a question raised at the public meeting?

Q. Can a summary of decision be made even in bullet form so that it is easy for people to understand – like an executive summary of the minutes?

Another member felt that the hours of discussion that the Committee had are in the minutes and people need to read the minutes to get a full understanding of how decisions were made. A bullet form gives the impression that money came before the students and that is not how this Committee worked.

A couple of members felt that it was nicely summarized in the report under Section 5.0.

Trustee Bishop also felt that it was important to have the guiding principles listed that lead the Committee to their final decision under section 5.0.

Mr. Del Bianco shared that he could include more information and more detail in the summary.

Q. Can we put the considerations and our philosophy in the summary as well? The Committee considered student need, cost effectiveness and the 21<sup>st</sup> Century fluencies.



C. We need to look at declining enrolment and include this in the report.

Q. Can it be in a logical progression and well laid out so that it shows that this is the best solution that the Committee could make?

There was some discussion on the wording of **Section 3 - #4**. The wording was changed to:

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

**This was approved by consensus.**

Mr. Wibberley felt that based on the earlier discussion he wondered if the Committee would like to add a footnote to the report indicating that they would like to see an auditorium in the new school.

Mr. Holubeshen would like to see it added as a theatre instead of an auditorium.

Q. Can we also add something about the horticultural program because that would require a green house and add something about community space?

Mr. Wibberley shared that it may be difficult to add that because that will be based on program placement and program availability.

The Committee decided on creating a footnote to number 1 which read:

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

**This was approved by consensus.**

Transportation costs could increase by approximately \$100,000 per year based on the current North ARC recommendation.

Trustee Bishop feels that since the new school will be built in the middle of both Sir John a Macdonald and Delta that it may in fact reduce costs. There are a number of variables involved with transportation and often there is fundraising for students who take the bus yet are not eligible for transportation.

A Committee member also shared that there are other sources available for subsidising bus passes and tickets.

Also noted was the fact that a decision has not been made regarding the site of the new school and this could affect the transportation of students as well.

Trustee Bishop feels that perhaps we could mention the Committee invited the various groups from the Community and City to make a presentation. This could be added under Community Input as well as additional considerations.

There was a request for a change in wording of the Parkview program on page 21 **“The Parkview program is not solely defined by the physical structure of the building.”**

A request to have the transportation end on a positive note was requested by a committee member.



Community Input – could we have a reference to the Minutes added to this section to show that the Committee heard the community and reflected upon what they heard.

Judith Bishop asked if it could be recorded that Councillor Maria Pearson has attended the North ARC meetings since she is the only Councillor who has attended the meetings.

#### **6.4 Approval of Final Report –**

**Danielle Bawden put forth a motion indicating that the amended report, as presented to the Committee, be approved. There was consensus on this motion.**

The Chair shared that the report will now be submitted to the Director of Education who will see that it is presented to the Board of Trustees at the February 13<sup>th</sup> Committee of the Whole Meeting. At this meeting in February the North ARC will have the opportunity to formally present its report to the Trustees.

Mr. Del Bianco shared that process of presenting the report to the Trustees. Mark Currie, Nancy Leach, Grant Thomas, Barb Wachner and Scott Barr volunteered to present to the Board of Trustees.

#### **7.0 Correspondence –**

A letter was distributed to the Committee that had been delivered to Ken Bain.

#### **8.0 Other Business -**

##### **8.1 Approving the Minutes of this meeting**

##### **Minutes of the meeting of January 10, 2012**

**Errors or Omissions** – There were some minor changes made.

**Approval of the Minutes** – The Amended minutes were approved by consensus.

**Business Arising from the Minutes** –None were noted.

**9.0 Adjournment** - The meeting adjourned at 8:35 p.m.



# North ARC

## Secondary Accommodation Review

Delta – Glendale – Orchard Park – Parkview – Sir John A. Macdonald – Sir Winston Churchill

**Report To:** Director of Education  
Hamilton-Wentworth District School Board

**Report From:** North Secondary Accommodation Review Committee

**Submitted On:** January 12, 2012



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- 1.0 Executive Summary**
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  - 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**
- 3.0 North ARC Recommendation**
  - Map #1: Current Situation**
  - Map #2: North ARC Recommended Option (full map)**
- 4.0 Additional Considerations**
- 5.0 Summary**
- 6.0 List of Appendices**



## **1.0 Executive Summary**

At the March 22, 2010 Board meeting, the Hamilton-Wentworth School Board Trustees approved a recommendation to initiate an accommodation review for the north cluster of secondary schools which includes Delta, Glendale, Orchard Park, Parkview, Sir John A. Macdonald and Sir Winston Churchill. The mandate of the Accommodation Review Committee (ARC) was to produce a report to the Board which addressed a number of different criteria including accommodation, facility condition, program, transportation, funding and implementation. The North ARC, comprised of parents, students, community representatives, principals, teachers, trustees and non-teaching staff began its work on January 11, 2011.

Over the course of ten (10) working group meetings and four (4) public meetings the North ARC believes that the following recommendation satisfies the mandate of the Committee:

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

This report provides the supporting analysis to the recommendation and details the work completed by the North ARC throughout the entire process.

## **2.0 Accommodation Review Process**

In June 2009, the Ministry of Education revised its “Pupil Accommodation Review Guideline” which outlines the necessary steps to follow when school closures are being considered. In accordance with the guideline, the Hamilton-Wentworth District School Board revised its Pupil Accommodation Review Policy (No. 12.0, **Appendix ##**), in December 2009.

The Pupil Accommodation Review Policy states that the Hamilton-Wentworth District School Board is committed to providing viable learning programs in quality facilities in a fiscally responsible manner. Various factors may result in the need to consolidate, close or relocate one or more schools in order to align pupil accommodation with resident enrolment. These factors include: changes in demographics and/or student enrolment, mobility rates and/or migration patterns, government policies or initiatives, curriculum or program demands, operating costs, and the physical limitations of buildings.



## **2.1 Purpose of the Accommodation Review**

School Boards in Ontario are responsible for providing schools for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The purpose of the Board's Pupil Accommodation Review Policy is to provide direction regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The ARC serves as an advisory body to the Board of Trustees of the Hamilton-Wentworth District School Board. The mandate of the North ARC, as outlined in the Terms of Reference (**Appendix ##**), is to produce a report to the Board that encompasses the following:

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

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

**(c) Program:** Develop recommendations around the strategic locations of Secondary School programs, including, but not limited to, Regular, Vocational, Programs of Choice, Specialist High Skills Majors, French Immersion, Community and Continuing Education, Special Education, Alternative Education, Supervised Alternative Learning for Excused Pupils, Gateway, Care Treatment and Correctional Programs.

- Take into consideration the "Secondary Education of the Future" report

**(d) Transportation:** Develop recommendations that address the implications of other recommendations on pupil transportation.



**(e) Funding:** Develop a funding strategy to address any capital works that are contemplated in the recommendations above.

**(f) Implementation:** Develop recommendations for implementation timeframes for any of the above recommended changes.

**(g) Scope:** The ARC's work (i.e., discussion and recommendations) applies only to the following schools: Sir John A. Macdonald, Parkview, Delta, Sir Winston Churchill, Glendale and Orchard Park.

**(h) Timeline:** The ARC will complete its work and submit its report to the Director of Education by Thursday, January 12, 2012.

To fulfill this mandate a number of key criteria should be considered by the ARC. These *Reference Criteria* include the following:

**(a) Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board-owned facilities over the long-term.

**(b) Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and portapaks. The goal is to minimize the use of non-permanent accommodation as a long-term strategy while recognizing that it may be a good short-term solution.

**(c) Program Offerings:** The ARC must consider program offerings, each with their own specific requirements, at each location. Program offerings include, but are not limited to: Regular, Programs of Choice, French Immersion, Special Education, Care Treatment and Correctional Programs and Alternative Education, etc.

**(d) Quality Teaching and Learning Environments:** The ARC should consider the program environments and how they are conducive to learning. This includes spaces such as Science Labs, gymnasiums, other specialty rooms, etc.



**(e) Transportation:** The ARC should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed Accommodation Scenarios.

**(f) Partnerships:** As a requirement of the Policy and Ministry guidelines, the ARC should also consider opportunities for partnerships.

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

## 2.2 Composition of the Accommodation Review Committee (ARC)

The Board's policy stipulates that ARC membership will consist of the following persons:

- **Chair - One Member of Executive Council** (who will not have any "voting" status);

### **Voting Members Include the Following:**

- **One Principal** who is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Principals' Association)*;
- **One Teacher** who is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Teacher Union Executive)*
- **Two Student Leaders** from outside the review area;
- **Two "Public School Supporter" Community Leaders** *(Community Leaders must not be directly associated with any of the schools in the Review Area. Community Leaders are to be appointed by the Parent Involvement Committee)*;
- **Two Parent Representatives** from each of the schools directly affected by the accommodation review *(to be appointed by School Council)*.

### **Non-voting Members include the Following:**

- **Any Superintendent of Education** whose direct responsibilities include a school in the Review Area;
- **The Trustee(s)** whose ward includes a school in the Review Area;
- **The Ward Councillor(s)** whose ward includes a school in the Review Area;
- **One Principal** from each of the schools directly affected by the accommodation review;
- **One Teacher** from each of the schools directly affected by the accommodation review *(to be chosen by teaching peers)*;



### Appendix O-3

- **One Non-Teaching Staff Representative** from each of the schools directly affected by the accommodation review (to be chosen by non-teaching staff members at each of the schools).
- 

In accordance with the above composition guidelines the table below represents the North Secondary Accommodation Review Committee membership list:

Name	Affiliation	Representing
Vicki Corcoran, Superintendent of Leadership and Learning		Chair
<b>VOTING MEMBERS</b>		
Rick Kunc	Hamilton-Wentworth DSB	One Principal Representative
<i>Declined</i>	Hamilton-Wentworth DSB	One Teacher Representative
Annie Fu Mohamud Mohamed Mohamud	Hamilton-Wentworth DSB	Two Student Leader Representatives
Michael Chalupka Grant Thomas	Hamilton-Wentworth DSB	Two Public School Community Leader Representatives
Michele Cameron Sandra Binns	Delta	Two Parent Representatives
Lisa Deys Jane Withers	Glendale	Two Parent Representatives
Marie Jackson Anna Busse	Orchard Park	Two Parent Representatives
Barb Wachner Laura Gill	Parkview	Two Parent Representatives
Jane Henry Prema Rao	Sir John A. Macdonald	Two Parent Representative
Joyce Schneider Dawn Spencer	Sir Winston Churchill	Two Parent Representatives
<b>NON-VOTING MEMBERS</b>		
Pat Rocco Pam Reinholdt Peter Joshua	Hamilton-Wentworth DSB	Area Superintendents of Education
Judith Bishop Tim Simmons Ray Mulholland Todd White Robert Barlow	Hamilton-Wentworth DSB	Area Trustees
Jason Farr Bernie Morelli Sam Merulla Chad Collins Maria Pearson	City of Hamilton	Area Ward Councillors
Bob Pratt	Delta	Principal
Lawrie Cook	Glendale	Principal
Marco Barzetti	Orchard Park	Principal
Paul Beattie	Parkview	Principal
Don Pente	Sir John A. Macdonald	Principal



## Appendix O-3

Glenn Cooke	Sir Winston Churchill	Principal
Danielle Bawden	Delta	Teacher
Scott Barr	Glendale	Teacher
Mark Currie	Orchard Park	Teacher
Michael Root	Parkview	Teacher
Carol Town	Sir John A. Macdonald	Teacher
Geoff Coombs	Sir Winston Churchill	Teacher
<i>Declined</i>	Delta	Non-Teaching Staff Representative
<i>Declined</i>	Glendale	Non-Teaching Staff Representative
<i>Declined</i>	Orchard Park	Non-Teaching Staff Representative
Nancy Leach	Parkview	Non-Teaching Staff Representative
Jim Holubeshen	Sir John A. Macdonald	Non-Teaching Staff Representative
Marilyn Bratkovich	Sir Winston Churchill	Non-Teaching Staff Representative

### 2.3 Meetings of the Accommodation Review Committee

In preparation for the four public meetings, the ARC was also involved in ten (10) 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 (February 22, 2011, Sir John A. Macdonald Secondary School) – Appendix ##**

##### **Members of the Public that Signed In: 18**

At the first public meeting, resource staff outlined the ARC's mandate, provided an overview of the accommodation review process, reviewed the data contained within the School Information Profiles (SIP) and presented the proposed accommodation option created by Board staff. After the presentations by resource staff, the ARC Chair facilitated a question/answer session with members of the public to seek input on the information contained in the SIP. In preparation for Public Meeting #1, the ARC held the following working group meetings:

- Working Group Meeting #1 (January 11, 2011) – Appendix ##
- Working Group Meeting #2 (February 1, 2011) - Appendix ##



b) **Public Meeting #2 (May 24, 2011, Glendale Secondary School) – Appendix ##**

**Members of the Public that Signed In: 37**

At the second public meeting, resource staff provided an overview of the accommodation review process. ARC members reviewed the work that they had completed to date and presented four (4) “concept options” developed by the ARC. After the presentations, the ARC Chair facilitated a question/answer session with members of the public to seek input regarding the ARC’s “Concept Options”. In preparation for Public Meeting #2, the ARC held the following working group meetings at which input from Public Meeting #1 was considered.

- Working Group Meeting #3 (March 22, 2011) – Appendix ##
- Working Group Meeting #4 (April 12, 2011) – Appendix ##
- Working Group Meeting #5 (May 3, 2011) – Appendix ##

c) **Public Meeting #3 (October 25, 2011, Sir Winston Churchill Secondary School) – Appendix ##**

**Members of the Public that Signed In: 15**

At the third public meeting, resource staff provided an overview of the accommodation review process. Members of the ARC reviewed the work that they had completed to date, presented their proposed accommodation option and discussed the next steps of the committee. After the presentations, the ARC Chair facilitated a question/answer session with members of the public to seek input on the information presented. In preparation for Public Meeting #3, the ARC held the following working group meetings at which input from Public Meeting #2 was considered.

- Working Group Meeting #6 (June 14, 2011) – Appendix ##
- Working Group Meeting #7 (September 13, 2011) – Appendix ##
- Working Group Meeting #8 (October 4, 2011) – Appendix ##

d) **Public Meeting #4 (December 6, 2011, Sir John A. Macdonald Secondary School) – Appendix ##**

**Members of the Public that Signed In: 20**

At the fourth public meeting, resource staff provided an overview of the accommodation review process while ARC members presented their final recommendations. The presentation provided a draft outline of the ARC report that will be presented to the Director of Education on January 12, 2012. After the presentations, the ARC Chair facilitated a question/answer session with members of the public to seek input on the ARC’s



final recommendations and on the framework of the ARC report. In preparation for Public Meeting #4, the ARC held the following working group meetings at which input from Public Meeting #3 was considered.

- Working Group Meeting #9 (November 15, 2011) – Appendix ##

One final Working Group Meeting (#10) was held on January 10, 2012 to review community input from Public Meeting #4 prior to finalizing the ARC recommendations 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 have been 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 assessing potential accommodation options. These resources include the School Information Profiles (Appendix E-2), 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 (SIP)**

Prior to the commencement of the ARC, the Board, in accordance with the Ministry of Education Guideline developed and approved a School Information Profile. The SIP is a "tool" available to the ARC and 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 information 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 Guideline (Appendix ##), 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 Delta Secondary School and Parkview Secondary School in June 2013 with those students being redistributed to the remaining facilities, effective September 2013 (Appendix ##).

#### **2.4.3 School Tours**

Tours of the facilities involved in the ARC process were conducted on Saturday, March 26, 2011. During that time, ARC members were provided with the opportunity to participate in a guided tour of schools included in the accommodation review process (Appendix ##). The 30-45 minute tours included a site walk of the outside of the facility as well as a tour of the interior (i.e., gymnasium, classrooms, library, etc.).

#### **2.4.4 Resource Staff**

Resource staff were made available at all public and working group meetings to assist the ARC members in deciphering any information in the resource binder and to address any questions regarding Board/Ministry of Education policies and guidelines. Resource staff were also available to respond to requests for additional information from the ARC, as directed by the Chair of the ARC.

### **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 ## and ##). All public meeting notices included the date, time, location, purpose, contact name and number.

### **2.6 Community Input**

Community input was an integral part of the Accommodation Review process. Throughout the entire process the public was encouraged to share their ideas and comments through email, voicemail and through the



question/answer 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.

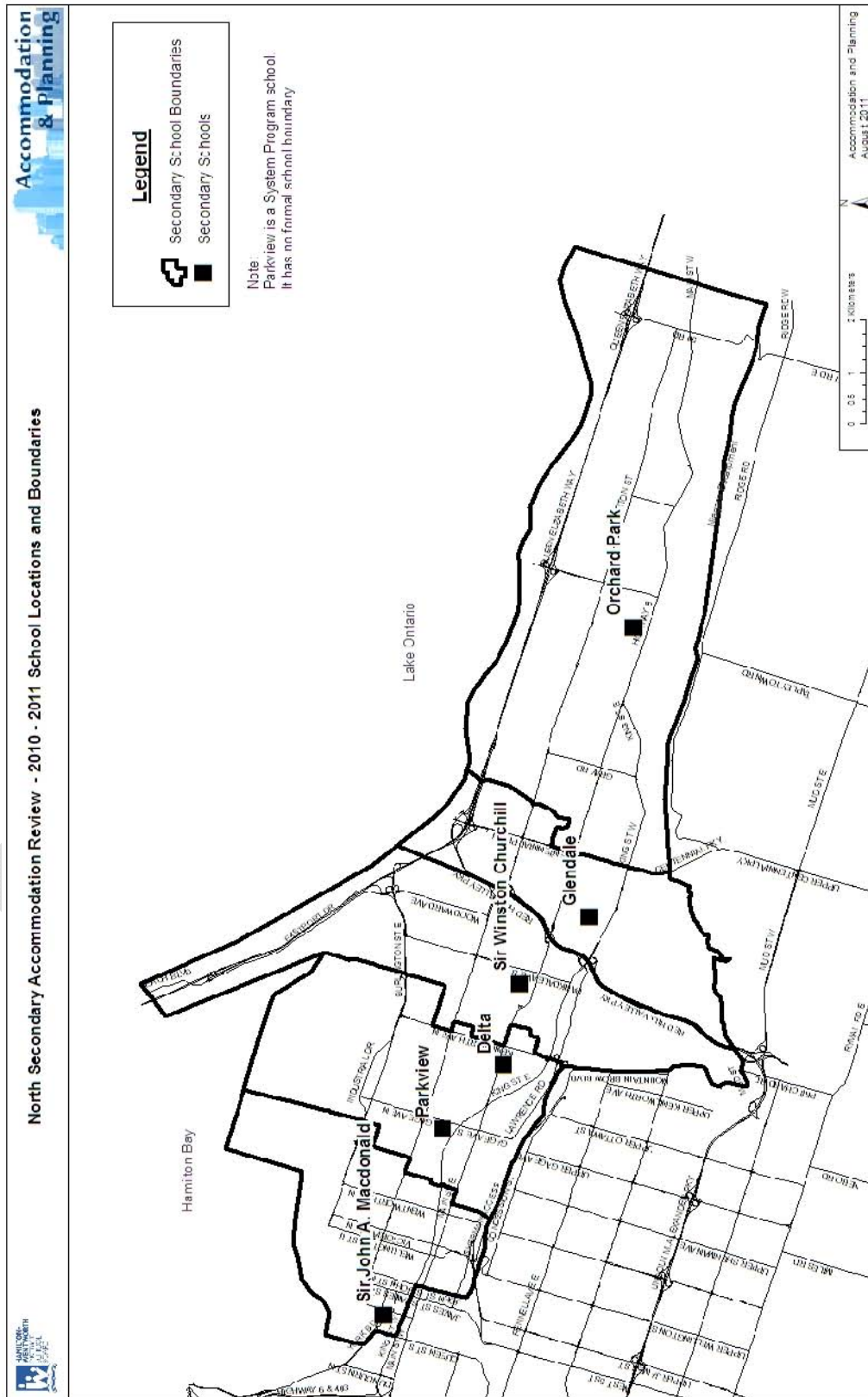
### **3.0 North ARC Recommendations**

The North Accommodation Review Committee is proposing the following recommendations for the Trustees of the Hamilton-Wentworth District School Board to consider:

1. The closure of Delta Secondary School, Parkview Secondary School and Sir John A. Macdonald Secondary School in June 2015 and the construction of a new secondary school to be located on a site between Delta Secondary School and Sir John A. Macdonald Secondary School with a target opening date of September 2015.
2. The proposed boundaries for the new school, as outlined in Map #2, would include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta boundary along with the Parkview program. Under this boundary proposal, Queen Mary (currently an associate school for Delta) would become an associate school for Sir Winston Churchill.
3. That all schools remain open until such time as the new facility is ready to open in September 2012 and the students will move en masse to the new school.
4. The creation of a post-ARC committee comprised of school council members, students, parents, staff and community members to inform direction around the transition, program, facilities and supports for the success of the Parkview students.
5. That the Facilities Management Department will consult with the principal and specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.

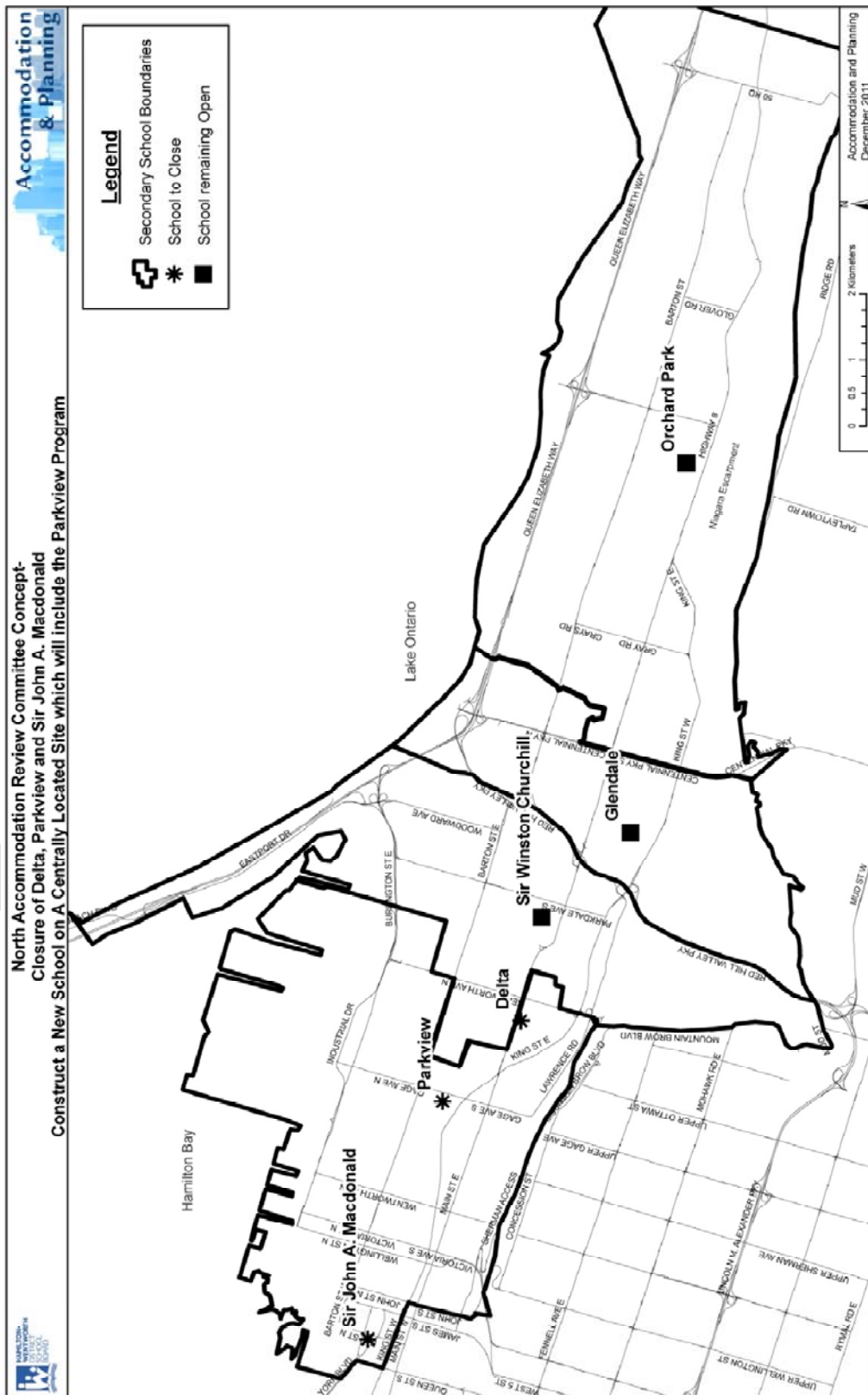


Map #1: Current Situation





### Map #2: North ARC Recommended Option





In developing their final recommendation, the ARC has successfully used the reference criteria to fulfill their mandate based on the following factors:

**(a) Accommodation**

- One of the fundamental challenges faced by the North ARC was to develop an accommodation strategy which would address the number of surplus pupil places in the cluster both in the short- and long-term in spite of an ongoing decline in secondary enrolment. As of October 2010 there were 5,421 students attending the six schools located within this cluster for an overall utilization rate of 77%. Long-term projections indicate that over the course of the next ten years, enrolment is projected to decline to approximately 4,300 students with the overall utilization at 62% (Table 1). During that same time period the number of surplus pupil spaces is projected to increase from 1,614 to approximately 2,700.

The North ARC has recommended the closure of Delta, Parkview and Sir John A. Macdonald in June 2015 and the construction of a new facility, with a target opening date of September 2015. Under this option, the overall utilization of the cluster will improve to 98% by 2015 (the year of implementation) and 91% by 2020 (Table 2). Under this scenario, there will be approximately 100 surplus pupil places in 2015 increasing to approximately 400 by 2020. The recommended boundary for the new school would include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta boundary along with the Parkview program. Under this boundary proposal, Queen Mary (currently an associate school for Delta) would become an associate school for Sir Winston Churchill. The following tables summarize the historical and projected by-school enrolments/utilization rates for the current situation and the North ARC recommendation.

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

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



**Table 2: Historical and Projected Enrolment (North ARC Recommendation)**

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

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

### (b) Facility Condition

- According to the ReCAPP® (Renewal Capital Asset Planning Process) software, the current back-log of renewal needs for the six schools is estimated to be approximately \$55,000,000. Assuming that no additional repair work is undertaken in the interim, this total is projected to increase to approximately \$90,000,000 by 2020 (Table 3).

With the closure of Delta, Parkview and Sir John A. Macdonald, the ARC's recommended proposal would remove the three schools with the highest Facilities Condition Index (FCI) in this cluster from the Board's inventory; thereby eliminating approximately \$53,000,000 in future renewal needs (Table 4). FCI is the comparison of the renewal needs of the building relative to the replacement value of the building. The higher the FCI, the poorer the condition of the building.

The future renewal needs for the remaining schools would be addressed through the Board's annual renewal plan developed by the Facilities Management Department. The following tables identify the current and projected renewal needs of all six schools contained within this accommodation review under both the current situation and North ARC recommendation.



**Table 3: Estimated Renewal Needs (Current Situation)**

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

**Table 4: Estimated Renewal Needs (North ARC Recommendation)**

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

**(c) Program**

- In an attempt to evenly distribute programming across the entire North cluster of schools, the Committee has made the following proposals regarding program type and placement. The following tables summarize the existing programs currently offered at the schools along with those that have recently been introduced and/or relocated from one of the schools that have been recommended for closure.



**Table 5: New Secondary School Program Strategy**

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

**Table 6: Glendale Program Strategy**

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

**Table 7: Orchard Park Program Strategy**

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



**Table 8: Sir Winston Churchill Program Strategy**

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

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

#### (d) Transportation

- The Board's existing Transportation Policy (Appendix ##) states that secondary students residing in "all developed urban areas" will be eligible for transportation services when the walking distance exceeds 3.2km. Approximately 83% of the total student population across the entire north cluster presently reside within walking distance to their home school, while 17% are eligible for transportation. The proposed ARC option would result in approximately 79% of the total student population in the North cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 21%. The proposed recommendation has the potential to increase transportation costs by approximately \$##### based on where students currently reside.

#### (e) Funding

- The following table summarizes the estimated costs and potential funding sources associated with the North ARC recommendation. Approximately \$9,000,000 or 22% of the entire project can be self-funded through the proceeds of disposition from the sale of the school sites proposed for closure. The balance of funds would be requested from the Ministry of Education through the submission of a business case (Table 9). Should no additional funding become available through the Ministry of Education, the ARC requests that Board staff explore alternate funding strategies (i.e., community partnerships, private-public partnerships, etc.).



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

**Table 9: North ARC Recommended Funding Strategy**

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

**(f) Implementation**

- The North ARC has proposed the closure of Delta, Parkview and Sir John A. Macdonald in June 2015 and the construction of a new secondary school with a target opening date of September 2015. The Committee has also recommended that in order to minimize disruption, no student should move until such time as construction of the new school is complete.

**(g) Scope**

- The schools identified in the Terms of Reference include: Delta – Glendale – Orchard Park – Parkview – Sir John A. Macdonald – Sir Winston Churchill

**(h) Timeline**

- The final ARC report was submitted to the Director of Education on Thursday, January 12, 2012.



**4.0 Additional Considerations**

As part of their recommended option, the North Accommodation Review Committee members request the Board of Trustees take the following considerations into account when making its final decision.

**1. Parkview Program**

Throughout the entire ARC process, the one issue that resonated most with Committee members and the public was the safe environment and programming offered at Parkview Secondary School. The Parkview community including students, staff and family members were present at all of the public meetings to ensure that their voices were heard. The Committee, through numerous hours of deliberation, came to the conclusion that the physical structure of the building is not what defines the program. What makes the program successful is the staff and as long as the students and staff remain together, in this case as part of a new school, then the program will remain successful. The recommendation to include the Parkview students as part of the proposed new school ensures that needs of both the students and the program can be factored into the design of the new facility. To that end, the North ARC has recommended that the creation of a post-ARC committee comprised of school council members, students, parents, staff and community members to inform direction around the transition, program, facilities and supports for the success of the Parkview students.

**2. Location of the New School**

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



## **5.0 Summary**

In March 2010, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Delta, Glendale, Orchard Park, Parkview, Sir John A. Macdonald, and Sir Winston Churchill secondary schools. The Accommodation Review was initiated by Trustees to address the long-term viability of this group of schools. Over the course of the past decade, enrolment in the area has steadily declined as the surrounding communities mature while the renewal requirements at each of the facilities continue to escalate.

An Accommodation Review Committee, consisting of parents, principals, teachers, students, trustees, community representatives and non-teaching staff, began their work in January 2011 to develop an accommodation strategy for the six (6) schools identified within the Terms of Reference. Over the course of ten (10) Working Group Meetings, four (4) Public Meetings, school tours, community input through email, voicemail and public meetings, as well as countless hours spent reviewing background information the North ARC developed several possible accommodation options. Through further consultation and feedback from the community, the North ARC chose to recommend the closure of three secondary schools (Delta, Parkview and Sir John A. Macdonald) in June 2015 and the construction of a new secondary school with a target opening date of September 2015. While the decision to close schools is never an easy process, the North ARC believes that the proposed accommodation strategy as outlined in this report will best address the long-term needs of all students residing in the north cluster.

## **6.0 List of Appendices**



# North ARC

## Secondary Accommodation Review

Delta – Glendale – Orchard Park – Parkview – Sir John A. Macdonald – Sir Winston Churchill

**Report To:** Director of Education  
Hamilton-Wentworth District School Board

**Report From:** North Secondary Accommodation Review Committee

**Submitted On:** January 12, 2012



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## **1.0 Executive Summary**

At the March 22, 2010 Board meeting, the Hamilton-Wentworth School Board Trustees approved a recommendation to initiate an accommodation review for the north cluster of secondary schools which includes Delta, Glendale, Orchard Park, Parkview, Sir John A. Macdonald and Sir Winston Churchill. The mandate of the Accommodation Review Committee (ARC) was to produce a report to the Board which addressed a number of different criteria including accommodation, facility condition, program, transportation, funding and implementation. The North ARC, comprised of parents, students, community representatives, principals, teachers, trustees and non-teaching staff began its work on January 11, 2011.

Over the course of ten (10) working group meetings and four (4) public meetings the North ARC believes that the following recommendation satisfies the mandate of the Committee:

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

This report provides the supporting analysis to the recommendation and details the work completed by the North ARC throughout the entire process.

## **2.0 Accommodation Review Process**

In June 2009, the Ministry of Education revised its “Pupil Accommodation Review Guideline” which outlines the necessary steps to follow when school closures are being considered. In accordance with the guideline, the Hamilton-Wentworth District School Board revised its Pupil Accommodation Review Policy (No. 12.0, AppendixA-2), in December 2009.

The Pupil Accommodation Review Policy states that the Hamilton-Wentworth District School Board is committed to providing viable learning programs in quality facilities in a fiscally responsible manner. Various factors may result in the need to consolidate, close or relocate one or more schools in order to align pupil accommodation with resident enrolment. These factors include: changes in demographics and/or student enrolment, mobility rates and/or migration patterns, government policies or initiatives, curriculum or program demands, operating costs, and the physical limitations of buildings.



## **2.1 Purpose of the Accommodation Review**

School Boards in Ontario are responsible for providing schools for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The purpose of the Board's Pupil Accommodation Review Policy is to provide direction regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The ARC serves as an advisory body to the Board of Trustees of the Hamilton-Wentworth District School Board. The mandate of the North ARC, as outlined in the Terms of Reference (Appendix A-1), is to produce a report to the Board that encompasses the following:

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

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

**(c) Program:** Develop recommendations around the strategic locations of Secondary School programs, including, but not limited to, Regular, Vocational, Programs of Choice, Specialist High Skills Majors, French Immersion, Community and Continuing Education, Special Education, Alternative Education, Supervised Alternative Learning for Excused Pupils, Gateway, Care Treatment and Correctional Programs.

- Take into consideration the "Secondary Education of the Future" report

**(d) Transportation:** Develop recommendations that address the implications of other recommendations on pupil transportation.



**(e) Funding:** Develop a funding strategy to address any capital works that are contemplated in the recommendations above.

**(f) Implementation:** Develop recommendations for implementation timeframes for any of the above recommended changes.

**(g) Scope:** The ARC's work (i.e., discussion and recommendations) applies only to the following schools: Sir John A. Macdonald, Parkview, Delta, Sir Winston Churchill, Glendale and Orchard Park.

**(h) Timeline:** The ARC will complete its work and submit its report to the Director of Education by Thursday, January 12, 2012.

To fulfill this mandate a number of key criteria should be considered by the ARC. These *Reference Criteria* include the following:

**(a) Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board-owned facilities over the long-term.

**(b) Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and portapaks. The goal is to minimize the use of non-permanent accommodation as a long-term strategy while recognizing that it may be a good short-term solution.

**(c) Program Offerings:** The ARC must consider program offerings, each with their own specific requirements, at each location. Program offerings include, but are not limited to: Regular, Programs of Choice, French Immersion, Special Education, Care Treatment and Correctional Programs and Alternative Education, etc.

**(d) Quality Teaching and Learning Environments:** The ARC should consider the program environments and how they are conducive to learning. This includes spaces such as Science Labs, gymnasiums, other specialty rooms, etc.



**(e) Transportation:** The ARC should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed Accommodation Scenarios.

**(f) Partnerships:** As a requirement of the Policy and Ministry guidelines, the ARC should also consider opportunities for partnerships.

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

## **2.2 Composition of the Accommodation Review Committee (ARC)**

The Board's policy stipulates that ARC membership will consist of the following persons:

- **Chair - One Member of Executive Council**(who will not have any "voting" status);

### **Voting Members Include the Following:**

- **One Principal** who is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Principals' Association)*;
- **One Teacher** who is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Teacher Union Executive)*
- **Two Student Leaders** from outside the review area;
- **Two "Public School Supporter" Community Leaders** *(Community Leaders must not be directly associated with any of the schools in the Review Area. Community Leaders are to be appointed by the Parent Involvement Committee)*;
- **Two Parent Representatives** from each of the schools directly affected by the accommodation review *(to be appointed by School Council)*.

### **Non-voting Members include the Following:**

- **Any Superintendent of Education** whose direct responsibilities include a school in the Review Area;
- **The Trustee(s)** whose ward includes a school in the Review Area;
- **The Ward Councillor(s)** whose ward includes a school in the Review Area;
- **One Principal** from each of the schools directly affected by the accommodation review;
- **One Teacher** from each of the schools directly affected by the accommodation review *(to be chosen by teaching peers)*;



- **One Non-Teaching Staff Representative** from each of the schools directly affected by the accommodation review (to be chosen by non-teaching staff members at each of the schools).

In accordance with the above composition guidelines the table below represents the North Secondary Accommodation Review Committee membership list:

Name	Affiliation	Representing
Vicki Corcoran, Superintendent of Leadership and Learning		Chair
<b>VOTING MEMBERS</b>		
Rick Kunc	Hamilton-Wentworth DSB	One Principal Representative
<i>Declined</i>	Hamilton-Wentworth DSB	One Teacher Representative
Annie Fu Mohamud Mohamed Mohamud	Hamilton-Wentworth DSB	Two Student Leader Representatives
Michael Chalupka Grant Thomas	Hamilton-Wentworth DSB	Two Public School Community Leader Representatives
Michele Cameron Sandra Binns	Delta	Two Parent Representatives
Lisa Deys Jane Withers	Glendale	Two Parent Representatives
Marie Jackson Anna Busse	Orchard Park	Two Parent Representatives
Barb Wachner Laura Gill	Parkview	Two Parent Representatives
Jane Henry Prema Rao	Sir John A. Macdonald	Two Parent Representative
Joyce Schneider Dawn Spencer	Sir Winston Churchill	Two Parent Representatives
<b>NON-VOTING MEMBERS</b>		
Pat Rocco Pam Reinholdt Peter Joshua	Hamilton-Wentworth DSB	Area Superintendents of Education
Judith Bishop Tim Simmons Ray Mulholland Todd White Robert Barlow	Hamilton-Wentworth DSB	Area Trustees
Jason Farr Bernie Morelli Sam Merulla Chad Collins Maria Pearson	City of Hamilton	Area Ward Councillors
Bob Pratt	Delta	Principal
Lawrie Cook	Glendale	Principal
Marco Barzetti	Orchard Park	Principal
Paul Beattie	Parkview	Principal
Don Pente	Sir John A. Macdonald	Principal



Glenn Cooke	Sir Winston Churchill	Principal
Danielle Bawden	Delta	Teacher
Scott Barr	Glendale	Teacher
Mark Currie	Orchard Park	Teacher
Michael Root	Parkview	Teacher
Carol Town	Sir John A. Macdonald	Teacher
Geoff Coombs	Sir Winston Churchill	Teacher
<i>Declined</i>	Delta	Non-Teaching Staff Representative
<i>Declined</i>	Glendale	Non-Teaching Staff Representative
<i>Declined</i>	Orchard Park	Non-Teaching Staff Representative
Nancy Leach	Parkview	Non-Teaching Staff Representative
Jim Holubeshen	Sir John A. Macdonald	Non-Teaching Staff Representative
Marilyn Bratkovich	Sir Winston Churchill	Non-Teaching Staff Representative

### 2.3 Meetings of the Accommodation Review Committee

In preparation for the four public meetings, the ARC was also involved in ten (10) 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 (February 22, 2011, Sir John A. Macdonald Secondary School) – Appendix D

##### Members of the Public that Signed In: 18

At the first public meeting, resource staff outlined the ARC's mandate, provided an overview of the accommodation review process, reviewed the data contained within the School Information Profiles (SIP) and presented the proposed accommodation option created by Board staff. After the presentations by resource staff, the ARC Chair facilitated a question/answer session with members of the public to seek input on the information contained in the SIP. In preparation for Public Meeting #1, the ARC held the following working group meetings:

- Working Group Meeting #1 (January 11, 2011) – Appendix B
- Working Group Meeting #2 (February 1, 2011) - Appendix C



**b) Public Meeting #2 (May 24, 2011, Glendale Secondary School) – Appendix H**

**Members of the Public that Signed In: 37**

At the second public meeting, resource staff provided an overview of the accommodation review process. ARC members reviewed the work that they had completed to date and presented four (4) “concept options” developed by the ARC. After the presentations, the ARC Chair facilitated a question/answer session with members of the public to seek input regarding the ARC’s “Concept Options”. In preparation for Public Meeting #2, the ARC held the following working group meetings at which input from Public Meeting #1 was considered.

- Working Group Meeting #3 (March 22, 2011) – Appendix E
- Working Group Meeting #4 (April 12, 2011) – Appendix F
- Working Group Meeting #5 (May 3, 2011) – Appendix G

**c) Public Meeting #3 (October 25, 2011, Sir Winston Churchill Secondary School) – Appendix L**

**Members of the Public that Signed In: 15**

At the third public meeting, resource staff provided an overview of the accommodation review process. Members of the ARC reviewed the work that they had completed to date, presented their proposed accommodation option and discussed the next steps of the committee. After the presentations, the ARC Chair facilitated a question/answer session with members of the public to seek input on the information presented. In preparation for Public Meeting #3, the ARC held the following working group meetings at which input from Public Meeting #2 was considered.

- Working Group Meeting #6 (June 14, 2011) – Appendix I
- Working Group Meeting #7 (September 13, 2011) – Appendix J
- Working Group Meeting #8 (October 4, 2011) – Appendix K

**d) Public Meeting #4 (December 6, 2011, Sir John A. Macdonald Secondary School) – Appendix N**

**Members of the Public that Signed In: 20**

At the fourth public meeting, resource staff provided an overview of the accommodation review process while ARC members presented their final recommendations. The presentation provided a draft outline of the ARC report that will be presented to the Director of Education on January 12, 2012. After the presentations, the ARC Chair facilitated a question/answer session with members of the public to seek input on the ARC’s



final recommendations and on the framework of the ARC report. In preparation for Public Meeting #4, the ARC held the following working group meetings at which input from Public Meeting #3 was considered.

- Working Group Meeting #9 (November 15, 2011) – Appendix M

One final Working Group Meeting (#10) was held on January 10, 2012 to review community input from Public Meeting #4 prior to finalizing the ARC recommendations 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 have been 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 assessing potential accommodation options. These resources include the School Information Profiles (Appendix B-6), 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 (SIP)**

Prior to the commencement of the ARC, the Board, in accordance with the Ministry of Education Guideline developed and approved a School Information Profile. The SIP is a "tool" available to the ARC and 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 information 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 Guideline (Appendix A-3), 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 Delta Secondary School and Parkview Secondary School in June 2013 with those students being redistributed to the remaining facilities, effective September 2013(Appendix C-15).

#### **2.4.3 School Tours**

Tours of the facilities involved in the ARC process were conducted on Saturday, March 26, 2011. During that time, ARC members were provided with the opportunity to participate in a guided tour of schools included in the accommodation review process (Appendix C-18). The 30-45 minute tours included a site walk of the outside of the facility as well as a tour of the interior (i.e., gymnasium, classrooms, library, etc.).

#### **2.4.4 Resource Staff**

Resource staff were made available at all public and working group meetings to assist the ARC members in deciphering any information in the resource binder and to address any questions regarding Board/ Ministry of Education policies and guidelines. Resource staff were also available to respond to requests for additional information from the ARC, as directed by the Chair of the ARC.

### **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 P-1 and P-2). All public meeting notices included the date, time, location, purpose, contact name and number.

### **2.6 Community Input**

Community input was an integral part of the Accommodation Review process. Throughout the entire process the public was encouraged to share their ideas and comments through email, voicemail and through the



question/answer 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.

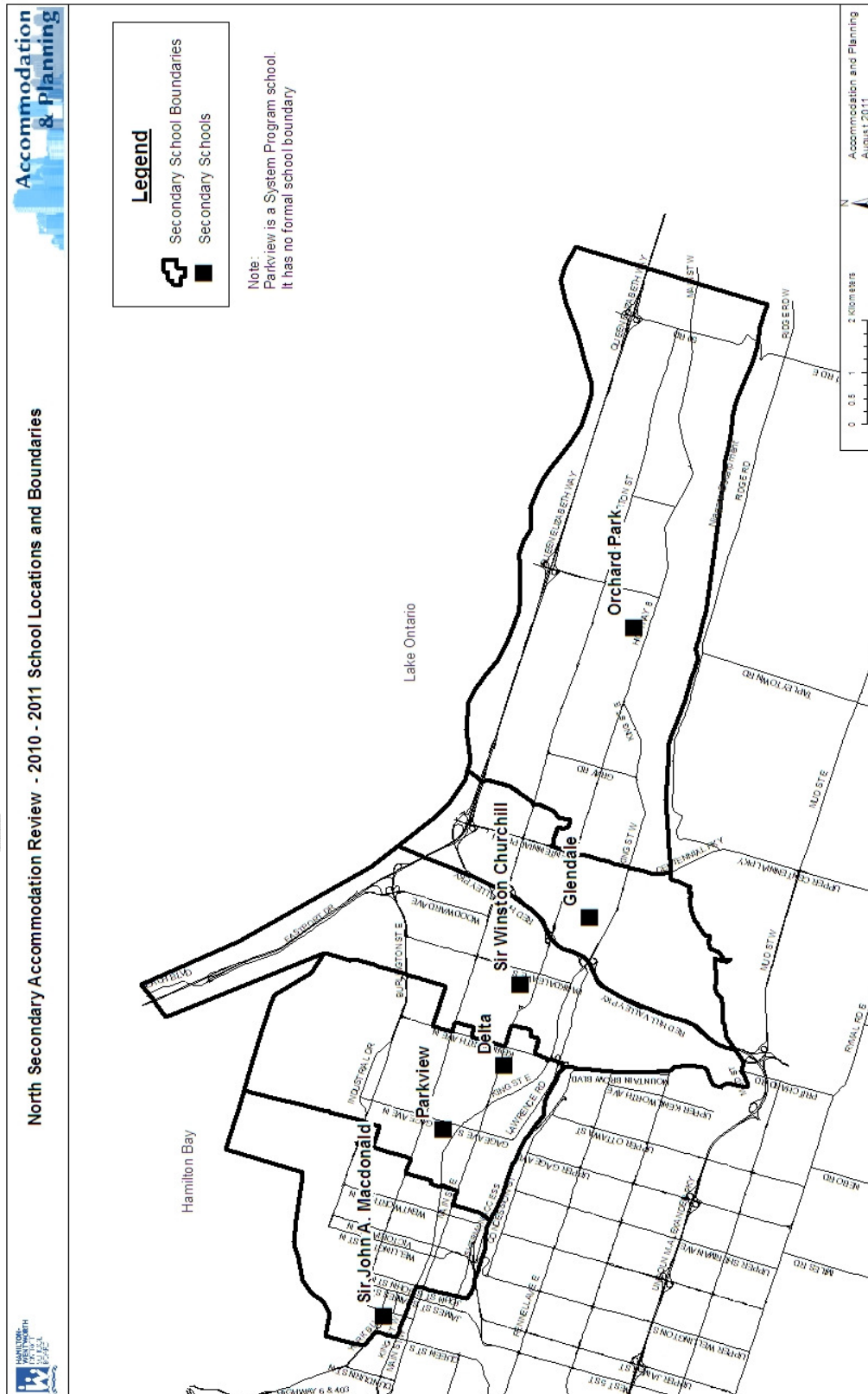
### **3.0 North ARC Recommendations**

The North Accommodation Review Committee is proposing the following recommendations for the Trustees of the Hamilton-Wentworth District School Board to consider:

1. The closure of Delta Secondary School, Parkview Secondary School and Sir John A. Macdonald Secondary School in June 2015 and the construction of a new secondary school to be located on a site between Delta Secondary School and Sir John A. Macdonald Secondary School with a target opening date of September 2015.
2. The proposed boundaries for the new school, as outlined in Map #2, would include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta boundary along with the Parkview program. Under this boundary proposal, Queen Mary (currently an associate school for Delta) would become an associate school for Sir Winston Churchill.
3. That all schools remain open until such time as the new facility is ready to open in September 2012 and the students will move en masse to the new school.
4. The creation of a post-ARC committee comprised of school council members, students, parents, staff and community members to inform direction around the transition, program, facilities and supports for the ~~success of the Parkview students~~ **preservation of the Parkview Program. Should the sale of the Parkview property require that the building be vacated prior to the June 2015 deadline, than the Post ARC Committee should propose a plan for the interim accommodation for the Parkview Program.**
5. That the Facilities Management Department will consult with the principal and specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.



Map #1: Current Situation





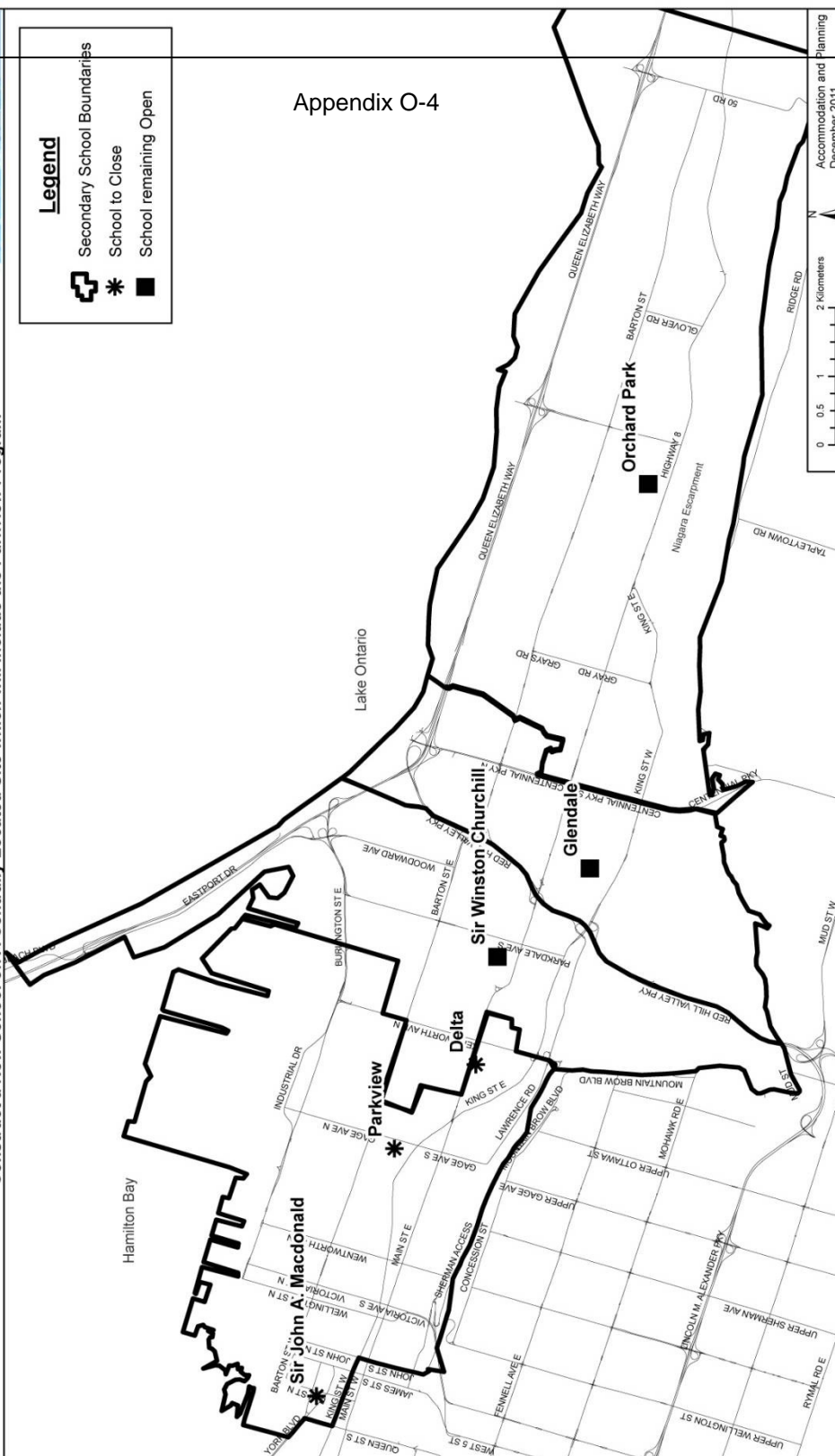
DRAFT

**Map #2: North ARC Recommended Option**



### Legend

- ✚ \* ■





In developing their final recommendation, the ARC has successfully used the reference criteria to fulfill their mandate based on the following factors:

**(a) Accommodation**

- One of the fundamental challenges faced by the North ARC was to develop an accommodation strategy which would address the number of surplus pupil places in the cluster both in the short- and long-term in spite of an ongoing decline in secondary enrolment. As of October 2010 there were 5,421 students attending the six schools located within this cluster for an overall utilization rate of 77%. Long-term projections indicate that over the course of the next ten years, enrolment is projected to decline to approximately 4,300 students with the overall utilization at 62% (Table 1). During that same time period the number of surplus pupil spaces is projected to increase from 1,614 to approximately 2,700.

The North ARC has recommended the closure of Delta, Parkview and Sir John A. Macdonald in June 2015 and the construction of a new facility, with a target opening date of September 2015. Under this option, the overall utilization of the cluster will improve to 98% by 2015 (the year of implementation) and 91% by 2020 (Table 2). Under this scenario, there will be approximately 100 surplus pupil places in 2015 increasing to approximately 400 by 2020. The recommended boundary for the new school would include all of the existing Sir John A. Macdonald catchment area and the



majority of the Delta boundary along with the Parkview program. Under this boundary proposal, Queen Mary (currently an associate school for Delta) would become an associate school for Sir Winston Churchill. The following tables summarize the historical and projected by-school enrolments/utilization rates for the current situation and the North ARC recommendation.

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

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

**Table 2: Historical and Projected Enrolment (North ARC Recommendation)**

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

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

#### (b) Facility Condition

- According to the ReCAPP® (Renewal Capital Asset Planning Process) software, the current back-log of renewal needs for the six schools is estimated to be approximately \$55,000,000. Assuming that no additional repair work is undertaken in the interim, this total is projected to increase to approximately \$90,000,000 by 2020 (Table 3).

With the closure of Delta, Parkview and Sir John A. Macdonald, the ARC's recommended proposal would remove the three schools with the highest Facilities Condition Index (FCI) in this cluster from the Board's inventory; thereby eliminating approximately \$53,000,000 in future renewal needs



(Table 4). FCI is the comparison of the renewal needs of the building relative to the replacement value of the building. The higher the FCI, the poorer the condition of the building.

The future renewal needs for the remaining schools would be addressed through the Board's annual renewal plan developed by the Facilities Management Department. The following tables identify the current and projected renewal needs of all six schools contained within this accommodation review under both the current situation and North ARC recommendation.

**Table 3: Estimated Renewal Needs (Current Situation)**

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

**Table 4: Estimated Renewal Needs (North ARC Recommendation)**

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



**(c) Program**

- In an attempt to evenly distribute programming across the entire North cluster of schools, the Committee has made the following proposals regarding program type and placement. The following tables summarize the existing programs currently offered at the schools along with those that have recently been introduced and/or relocated from one of the schools that have been recommended for closure. **The recommended location and implementation of these programs is contingent on Trustee approval and student interest.**

**Table 5: New Secondary School Program Strategy**

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

**Table 6: Glendale Program Strategy**

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



**Table 7: Orchard Park Program Strategy**

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

**Table 8: Sir Winston Churchill Program Strategy**

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

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

#### (d) Transportation

- The Board's existing Transportation Policy (Appendix F-3) states that secondary students residing in "all developed urban areas" will be eligible for transportation services when the walking distance exceeds 3.2km. Approximately 83% of the total student population across the entire north cluster presently resides within walking distance to their home school, while 17% are eligible for transportation. The proposed ARC option would result in approximately 79% of the total student population in the North cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 21%. **An increase in the number of students eligible for transportation under the ARC option has the potential to increase the overall transportation costs associated with this recommendation.**



**(e) Funding**

- The following table summarizes the estimated costs and potential funding sources associated with the North ARC recommendation. Approximately \$9,000,000 or 22% of the entire project can be self-funded through the proceeds of disposition from the sale of the school sites proposed for closure. The balance of funds would be requested from the Ministry of Education through the submission of a business case (Table 9). Should no additional funding become available through the Ministry of Education, the ARC requests that Board staff explore alternate funding strategies (i.e., community partnerships, private-public partnerships, etc.).

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

**Table 9: North ARC Recommended Funding Strategy**

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

**(f) Implementation**

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



Committee has also recommended that in order to minimize disruption, no student should move until such time as construction of the new school is complete.

**(g) Scope**

- The schools identified in the Terms of Reference include: Delta – Glendale – Orchard Park – Parkview – Sir John A. Macdonald – Sir Winston Churchill

**(h) Timeline**

- The final ARC report was submitted to the Director of Education on Thursday, January 12, 2012.

#### **4.0 Additional Considerations**

As part of their recommended option, the North Accommodation Review Committee members request the Board of Trustees take the following considerations into account when making its final decision.

##### **1. Parkview Program**

Throughout the entire ARC process, the one issue that resonated most with Committee members and the public was the safe environment and programming offered at Parkview Secondary School. The Parkview community including students, staff and family members were present at all of the public meetings to ensure that their voices were heard. The Committee, through numerous hours of deliberation, came to the conclusion that the physical structure of the building is not what defines the program. What makes the program successful is the staff and as long as the students and staff remain together, in this case as part of a new school, then the program will remain successful. The recommendation to include the Parkview students as part of the proposed new school ensures that needs of both the students and the program can be factored into the design of the new facility. To that end, the North ARC has recommended that the creation of a post-ARC committee comprised of school council members, students, parents, staff and community members to inform direction around the transition, program, facilities and supports for the success of the Parkview students.

##### **2. Location of the New School**

The North ARC has recommended that the new school be constructed on a site to be located between the existing Delta and Sir John A. Macdonald school sites. A new school in this location would ensure



that it is centrally located within its proposed boundary while maximizing the walking distance. Although the Hamilton-Wentworth District School Board does not currently own a site in this location, the North ARC believes that this is the ideal location and that rebuilding on one of the existing sites (i.e., Sir John A. Macdonald, Parkview or Delta) would leave too large of a void between the remaining schools. Furthermore, the construction of a new school in this location would complement the City of Hamilton's proposed revitalization plan for the area.

## **5.0 Summary**

In March 2010, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Delta, Glendale, Orchard Park, Parkview, Sir John A. Macdonald, and Sir Winston Churchill secondary schools. The Accommodation Review was initiated by Trustees to address the long-term viability of this group of schools. Over the course of the past decade, enrolment in the area has steadily declined as the surrounding communities mature while the renewal requirements at each of the facilities continue to escalate.

An Accommodation Review Committee, consisting of parents, principals, teachers, students, trustees, community representatives and non-teaching staff, began their work in January 2011 to develop an accommodation strategy for the six (6) schools identified within the Terms of Reference. Over the course of ten (10) Working Group Meetings, four (4) Public Meetings, school tours, community input through email, voicemail and public meetings, as well as countless hours spent reviewing background information the North ARC developed several possible accommodation options. Through further consultation and feedback from the community, the North ARC chose to recommend the closure of three secondary schools (Delta, Parkview and Sir John A. Macdonald) in June 2015 and the construction of a new secondary school with a target opening date of September 2015. While the decision to close schools is never an easy process, the North ARC believes that the proposed accommodation strategy as outlined in this report will best address the long-term needs of all students residing in the north cluster.



## 6.0 List of Appendices

Item	Section
<b>Appendix A:</b>	
North Secondary Terms of Reference	A-1
HWDSB Pupil Accommodation Review Policy	A-2
Ministry of Education Pupil Accommodation Review Guideline	A-3
Administrative Review of Accommodation Review Process	A-4
Glossary of Terms	A-5
Secondary ARC Timelines	A-6
North ARC Membership List	A-7
<b>Appendix B – Working Group Meeting #1, January 11, 2011</b>	
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Education for the 21 <sup>st</sup> Century	B-4
Operating Procedures and Meeting Norms Presentation	B-5
School Information Profiles	B-6
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Site Information Sheet for Delta Secondary School	C-4
School Overview - Glendale Secondary School	C-5
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School Overview - Orchard Park Secondary School	C-7
Site Information Sheet for Orchard Park Secondary School	C-8
School Overview - Parkview Secondary School	C-9



## Appendix O-4

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School Overview - Sir John A Macdonald Secondary School	C-11
Site Information Sheet for Sir John A Macdonald Secondary School	C-12
School Overview - Sir Winston Churchill Secondary School	C-13
Site Information Sheet for Sir Winston Churchill Secondary School	C-14
North ARC Proposed Accommodation Option Prepared by Board Administration	C-15
Secondary Program Strategy	C-16
Education in HWDSB	C-17
School Tour Agenda	C-18

### **Appendix D – Public Meeting #1, February 22, 2011**

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North ARC Public Meeting#1Presentation	D-3

### **Appendix E – Working Group Meeting #3, March 22, 2011**

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Detailed Summary of School Operation and Administrative Costs	E-4
ReCAPP Summary by School	E-5
Computer Summary by School	E-6
Summary of School Enrolment	E-7
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SJAM School Overview Updated	E-9
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### **Appendix F - Working Group Meeting #4, April 12, 2011**

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North ARC Historical Enrolment by School	F-6
North ARC Parkland Maps	F-7
North ARC SIP Update (April 12, 2011)	F-8
North ARC Program Strategy Recommendations	F-9
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Community Planning Team Presentation (April 12, 2011)	F-11
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### **Appendix G - Working Group Meeting #5, May 3 2011**

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Draft Proposal for HWDSB North Cluster ARC2 proposed by Michael Root - Part 2	G-11
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Ministry of Education Enrolment Trends 2002-2014	I-6
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Position Paper - Hamilton Community Foundation-Complete Version April 5, 2011	I-10
Invitation from the South ARC to the North ARC	I-11
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Paul Johnston's Presentation	J-7
Secondary ARC Timelines (Updated September 2011)	J-8



**Appendix K – Working Group Meeting #8, October 4, 2011**

Agenda – Working Group Meeting #8	K-1
Minutes - October 4, 2011	K-2
Community Continuing Education	K-3
HWDSB List of Leased Spaces for Programs	K-4
Neighbourhood Development Strategy - Paul Johnson- September 13, 2011	K-5
Mountain Parkview SEAC	K-6

**Appendix L – Public Meeting #3, October 25, 2011**

Agenda – Public Meeting #3	L-1
Minutes – October 25, 2011	L-2
North ARC Public Meeting #3 Presentation	L-3

**Appendix M – Working Group Meeting #9, November 15, 2011**

Agenda – Working Group Meeting #9	M-1
Minutes – November 15, 2011 (Still to be approved)	M-2
North ARC Walking Distance Analysis	M-3
Program Placement Proposal for North ARC	M-4
Tiered Intervention and Definitions September 26, 2011	M-5
North ARC Report Format-DRAFT	M-6
Inquiry Social Communications Classroom Pilot West ARC	M-7
Correspondence	M-8

**Appendix N – Public Meeting #4, December 6, 2011**

Agenda - Public Meeting #4	N-1
Minutes – December 6, 2011 (Still to be approved)	N-2
North ARC Public Meeting#4 (December 6, 2011) Final	N-3
North ARC Public Meeting#4 (December 6, 2011) Handout	N-4

**Appendix O – Working Group Meeting #10, January 10, 2012**

Agenda – Working Group Meeting #10	O-1
Minutes – January 10, 2012 (Still to be approved)	O-2
	O-3

**Appendix P – Notice of Public Meetings**

Sample Newspaper Ad	P-1
Sample Flyer	P-2



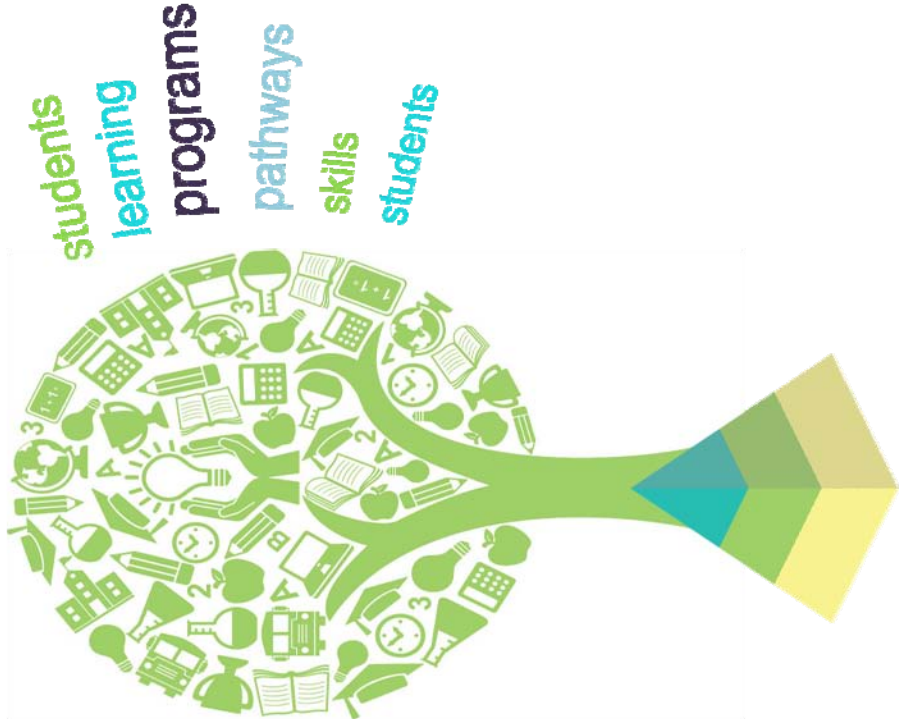


HWDSB Program Strategy Recommendations – November 13

NORTH CLUSTER SCHOOLS	Existing Programs			Relocated Programs			New Programs Initiated*		
	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education
Glendale	✓ ALPHA program (ELL) ✓ International Baccalaureate (I.B.) ✓ Soccer Academy	✓ Arts & Culture	✓ Tier 1: Resource Support ✓ Tier 3: Extensive Support Program: Autism	✓ Strings	✓ Health & Wellness: Child Care & Family Services		✓ French Immersion	✓ Business ✓ Non-profit ✓ Transportation	✓ Tier 2: Comprehensive Support
Orchard Park	✓ Basketball Academy ✓ Fashion & Aesthetics Industry ✓ Football Academy ✓ Robotics	✓ Hospitality & Tourism: Food Services	✓ Tier 1: Resource Support ✓ Tier 3: Specific Support Program: Developmental ✓ Tier 3: Graduated Support Program				✓ Advanced Placement (A.P.)	✓ Construction ✓ Health & Wellness (Fitness focus) ✓ Justice & Community Service	✓ Tier 2: Comprehensive Support
Sir Winston Churchill	✓ Environmental Program, Grade 12 ✓ Hockey Academy	✓ Health & Wellness ✓ Personal Support Worker	✓ Tier 1: Resource Support ✓ Tier 3: Specific Support Program: Developmental ✓ Tier 3: Graduated Support Program	✓ Cosmotology ✓ Outbound	✓ Hospitality & Tourism: Food Services		✓ NYA:WEH	✓ Arts & Culture: Digital Media ✓ Aviation & Aerospace ✓ Environment ✓ Manufacturing	✓ Comprehensive Support Program
New School: Full School				✓ Arts Academy ✓ Basketball Academy ✓ ESL/ELD – ALPHA Program ✓ NYA:WEH Program ✓ OPS (Ontario Public Service) Learn and Work Program	✓ Energy: Alternative Sources & Energy Efficiency ✓ Hospitality & Tourism: Food Services	✓ Tier 1: Resource Support ✓ Tier 2: Comprehensive Support Program	✓ Advanced Placement (A.P.)	✓ Arts & Culture: Fine Arts ✓ Information & Communications Technology ✓ Horticulture & Landscaping	
New School: Parkview Section				✓ Cosmetology		✓ Tier 2: Comprehensive Support Program			✓ Tier 3: Graduated Support Program

\* Some of these new programs can be gradually initiated in the existing schools beginning in Sept. 2012.





Definitions:

POC	Non-Ministry mandated, unique, innovative learning programs in focused areas, designed to engage students who have differing educational interests. The programs have the capacity to develop a broad range of skills and further enhance character development, academic achievement, and leadership development and may include languages, environmental studies, the arts and fitness and wellness. These programs complement subjects/courses consistent with the Ontario Curriculum however, offer specialized learning opportunities that develop skills with greater depth and intensity. Secondary Programs of Choice may contribute to a Ministry approved Specialist High Skills Major when a career-focused pathway offering opportunities in apprenticeship, college, university and workplace exists.
SHSM	<p>A Ministry-approved specialized program that allows grade 11 or 12 students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. SHSM allows students to customize high school to fit their career interests and it assists in their transition after graduation to apprenticeship training, college, university or the workplace. Students receive a special seal on their diploma when they:</p> <ul style="list-style-type: none"><li>• complete a specific bundle of 8-10 courses in the student's selected field</li><li>• earn valuable industry certifications including Standard First Aid, CPR, WHMIS training, etc.</li><li>• gain important knowledge and skills through experiential learning and co-operative education with employers.</li></ul> <p>Provide academic support to students who are fully integrated into credit classes, such as students with learning disabilities, mild intellectual disabilities, physical difficulties, ASD, gifted, English Language Learners (ELL)</p> <p>Provide targeted class support to students plus integration into other classes as personally appropriate</p> <p>Students in these programs are capable of earning credits given the right support</p> <p>There are many different variations of this support, depending on the nature of student need – such as: students with Mild Intellectual Disabilities or other intellectual needs (ex., ABI) grouped for intensive literacy and numeracy interventions (adolescent non-readers); ELL students requiring language support in the core areas of literacy and numeracy; students identified as gifted/bright/talented and grouped together to work with like-ability peers; First Nations focused courses; students with ASD requiring direct socio-communication training</p>
Resource Support Program	Provides specific support to students who are fully integrated into credit classes, such as students with learning disabilities, mild intellectual disabilities, physical difficulties, ASD, gifted, English Language Learners (ELL)
Comprehensive Support Program	Provide targeted class support to students plus integration into other classes as personally appropriate
Graduated Support Program	<p>Students in these programs are capable of earning credits given the right support</p> <p>There are many different variations of this support, depending on the nature of student need – such as: students with Mild Intellectual Disabilities or other intellectual needs (ex., ABI) grouped for intensive literacy and numeracy interventions (adolescent non-readers); ELL students requiring language support in the core areas of literacy and numeracy; students identified as gifted/bright/talented and grouped together to work with like-ability peers; First Nations focused courses; students with ASD requiring direct socio-communication training</p> <p>Provides specific support to students plus some integration in the school and community as appropriate to the individual students' strengths</p> <p>Students are capable of participating in the community and workplace</p> <p>2 parts program:</p> <ul style="list-style-type: none"><li>4 year program to solidify functional skills in literacy and numeracy; life skills; independence skills; participate in the school community; integration where appropriate into other programs</li><li>3 year program – planned transition to the community; focus on skills determined by personalized transition plan; integration into the community through work experience placements; connections to community partners</li></ul>
Specific Support Program	<p>Provides targeted, personalized support in various areas (ex., life skills; communication; personal care; physical support) for students who require more supervised support</p> <p>Collaboration with parents and community partners is essential in order to plan appropriate transition to community support</p>



Grade Range: 9-12  
Program: SECONDARY  
School Name: PROPOSED SECONDARY SCHOOL IN NORTH ARC  
Gross Floor Area: 167,170 Sq Ft.

Survey of room types within the PROPOSED 1,250 pp SECONDARY SCHOOL -NORTH ARC

Instructional Space		Size Sq Feet	Size Sq M	Typical Number	Room Load	Total Capacity	Floor Area
Regular Classroom (Average size)	Include all regular classrooms within the school.	700	65	27	21	567	18900
Science - General (Average size)	Including the a portion of the shared Prep room and storage within the room	1000	93	2	21	42	2000
Science - Biology (Average size)	Including the a portion of the shared Prep room and storage within the room	1200	111	1	21	21	1200
Science - Chemistry (Average size)	Including the a portion of the shared Prep room and storage within the room	1200	111	2	21	42	2400
Science - Physics (Average size)	Including the a portion of the shared Prep room and storage within the room	1200	111	1	21	21	1200
Computer Lab (Average size)	Including attached storage within the room	1000	93	4	21	84	4000
Music - Instrumental	Including all practice rooms and instrument storage room within the room, excludes the office	1000	93	1	21	21	1000
Music - Vocal	Including attached storage within the room, excludes the office	900	84	1	21	21	900
Visual Arts	Including kiln room, project room, and storage within the room	1200	111	1	21	21	1200
Theatre Arts	Includes the room area, dressing rooms, and storage rooms; but excludes the stage and office	1200	111	1	21	21	1200
Photography	Includes the room area, dark room, chemical storage areas within the room	1200	111	1	21	21	1200
Gymnasium							
Gymnasium - Double	Includes the total area of the gym, including bleachers, excluding mezzanine spaces	8000	743	1	42	42	8000
Gymnasium - Single	Includes the total area of the gym, including bleachers, excluding mezzanine spaces	4000	372	1	21	21	4000
	Change Rooms	Includes area of self contained washroom or showers within	750	70	4	0	3000
	Storage	Gym storage or community storage attached to the gym	900	84	2	0	1800
	Chair Storage	Attached to gym, if chair storage is below stage please omit	800	74	1	0	800
	Total of all areas above						17600
Exercise Room	Includes the area of the room, plus any attached storage rooms within the room	1200	111	1	21	21	1200
Weight Room	Includes the area of the room, plus any attached storage rooms within the room	1200	111	1	21	21	1200
Technology - Transportation	Includes the area of the room, any shared or self contained instructional space, project storage and tool storage, within the room	3500	325	1	21	21	3500
Technology - Construction	Includes the area of the room, any shared or self contained instructional space, project storage and tool storage, excludes external dust collection within the room	3500	325	1	21	21	3500
Technology - Wood	Includes the area of the room, any shared or self contained instructional space, project storage and tool storage, excludes external dust collection within the room	3500	325	1	21	21	3500
Technology - Welding	Includes the area of the room, any shared or self contained instructional space, project storage and tool storage, within the room	3500	325	1	21	21	3500
Technology - Manufacturing	Includes the area of the room, any shared or self contained instructional space, project storage and tool storage, within the room	3500	325	1	21	21	3500
Technology - Integrated	Includes the room area and associated storage within the room	3500	325	1	21	21	3500
Technology - Cosmetology	Includes the room area and associated storage within the room	2300	214	1	21	21	2300
Technology - Health Sciences	Includes the room area and associated storage within the room	1000	93	1	21	21	1000
Technology - Communication	Includes the room, AV storage, studio, control room, and editing rooms within the room	3000	279	1	21	21	3000
Family Studies - Foods	Includes the room area, food preparation area, the storage and pantry areas within the room	1000	93	2	21	42	2000
Family Studies - Textiles/Fashion	Includes the room area and any dressing room attached to the textiles room	1000	93	1	21	21	1000
Special Education	Including the storage, self contained washroom, life skills areas, quiet areas within the room	2000	186	1	9	9	2000
Stage	Includes all storage attached to the stage area, but excludes other attached rooms such as theatre arts	1000	93	1	0	0	1000
Cafetorium/Cafeteria	Includes the area of the cafeteria, the associated storage, but excludes the servery and other attached uses defined elsewhere	5600	520	1	0	0	5600
Library	Includes the attached AV room, work room, seminar room and computer room or computer area within the room	5100	474	1	0	0	5100
Instructional Area							99200



Grade Range: 9-12  
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Gross Floor Area: 167,170 Sq Ft.

Survey of room types within the PROPOSED 1,250 pp SECONDARY SCHOOL -NORTH ARC

Operational Spaces		Size Sq Feet	Size Sq M	Typical Number	Floor Area
General Office (Agregated area)	Includes the area of the General office, Principals office, Vice Principals office, Guidance area, First aid, Health, OSR storage, and Workroom etc.	3000	279	1	3000
Guidance	Includes the area of the guidance offices, work area, and any self contained storage	1600	149	1	1600
COOP Office	Area of office space dedicated to cooperative education	800	74	1	800
Staff Room	Includes all self contained washrooms and kitchen area within the staff room	1500	139	1	1500
Kitchen/Servery	Kitchen used to feed students in the cafeteria, not included in the instructional space	1000	93	1	1000
Custodial	Includes the custodial office, receiving area, caretaking storage, recycling, garbage room, and mop rooms etc.	250	23	5	1250
Teacher work rooms	Staff work areas not used for instructional purposes. If the rooms are different sizes calculate all areas and rooms and the net floor area will be adjusted	650	60	2	1300
Meeting Room	Used by staff or outside agencies, (not intended to be used as a resource area for teaching purposes)	150	14	3	450
Academic Storage	Include all academic storage areas within the school that are not identified above	375	35	3	1125
Washrooms	Includes all staff, student, and barrier free washrooms not listed in the instructional or operational spaces above	2500	232		2500
Mechanical Spaces					
	Fan Room	500	46		500
	Combined Mechanical Room	2500	232		2500
	Sprinkler Room	150	14		150
	Electrical Room	300	28		300
	Elavator and Machine room	250	23		250
	LAN/WAN/Hub Room	300	28		300
	Total of all spaces above	4000	372		4000
Total Operational Area					18525
Total Instructional and Operational Area					117725
Total Capacity					1248
Instructional Area					99200
Instructional Area per pupil place					79.5
Opereational Area					13125
Operational Area per pupil place					10.5
Gross Floor Area					167170
Ratio of GFA to Instructional Area					1.69
Ratio of GFA to Instructional and Operational Area					1.49
Area of Circulation, Stairs and Walls					49445
Percent of GFA that is Circulation Area, Stairs and Walls (42% Target)					30%
Square Feet per student					133.9



Dear Mr. Bain,

My name is Rachel. I am in Gr. 3  
French Immersion. My friends and  
I would like you to make OP a  
French Immersion high school.

I think lots of other kids would  
go too. Orchard park is easy to  
get to on the B line bus then more  
kids could come there. a lot of kids  
would love the pool, I would use  
the pool too.

thanks  
Rachel 😊





## **Secondary Accommodation Review Committee - South ARC PUBLIC MEETING**

**Barton Secondary School** - 75 Palmer Rd., Hamilton

Thursday, January 19, 2012

6:00 p.m. to 9:00 p.m.

Hamilton-Wentworth District School Board is holding secondary accommodation reviews across the community. The role of an Accommodation Review Committee (ARC) is to make recommendations to the Board of Trustees by producing a report that takes into account school space, programming and possible school closures.

The Public Meeting provides an opportunity for the public to ask questions and provide comments on the ARC's work to date. The meeting will include a review of the current recommendations.

Bus tickets and childcare are available upon request. Please contact HWDSB Switchboard at 905-527-5092 ext.2291 or [info@hwdsb.on.ca](mailto:info@hwdsb.on.ca)

**South ARC Review Area** – Barton, Hill Park, Mountain, Shenwood, Sir Allan MacNab

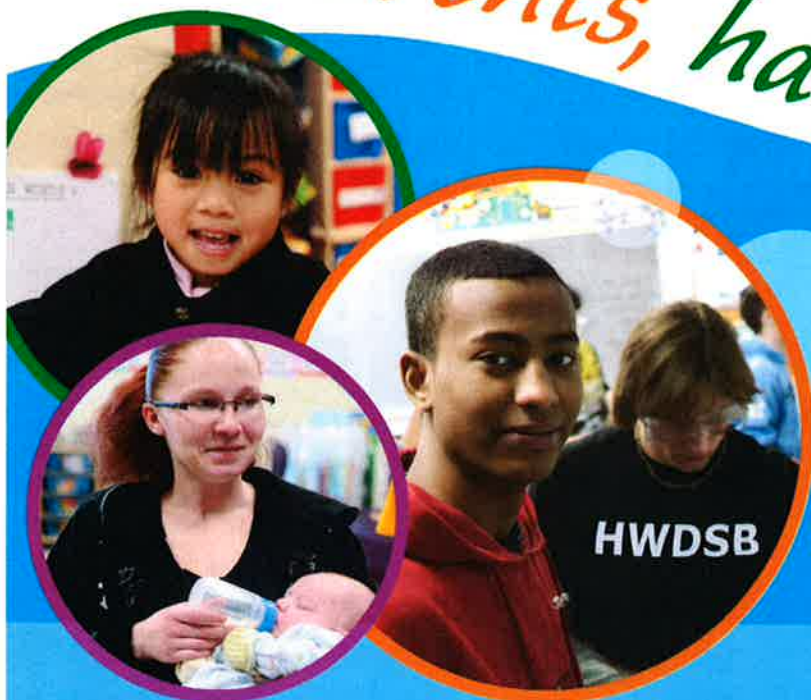
*Please note: future ARC dates and locations may be subject to change. Please check the website for the most up-to-date meeting information*

**[www.hwdsb.on.ca/arc](http://www.hwdsb.on.ca/arc)**

**ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL**



# Parents, have your say!



We want to give our students the best schools for the 21<sup>st</sup> century – but we face challenges.

Our schools have empty spaces. Our buildings need expensive renovations. This is why community groups are studying our schools to explore options for the future.

The Accommodation Review Committees (ARCs) may recommend a school closure.

**We want parents to understand and help this decision-making process.**

We want the final decisions made by trustees to create the best future for our students.

**Your area's next public meeting will be:**

## **Secondary North ARC**

*(Delta, Glendale, Orchard Park, Parkview, Sir John A. Macdonald, Sir Winston Churchill)*

When: 6:30 p.m. Tuesday, December 6, 2011

Where: Sir John A. Macdonald, Auditorium (130 York Blvd., Hamilton)

At the meeting listed above, we invite you to share your thoughts and ask questions about schools under review.

Bus tickets and childcare are available with advance notice.

For details, contact HWDSB Switchboard at 905-527-5092 ext. 2291.

Visit our websites for the Elementary ARCs ([www.hwdsb.on.ca/arcelementary](http://www.hwdsb.on.ca/arcelementary)) and Secondary ARCs ([www.hwdsb.on.ca/arc](http://www.hwdsb.on.ca/arc)).