COMMITTEE OF THE WHOLE

MONDAY FEBRUARY 13, 2012

6:00 pm
1. Call to Order — R. Barlow
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of Minutes
   - Special CTW Hearing – King George Area Delegation Night, Jan. 24 2012

ACTION ITEMS

5. King George ARC – Final Recommendation — K. Bain

6. North Area Accommodation Review

   A. ARC Committee Recommendation — M. Currie/N. Leach/B. Wachner/S. Barr

   B. Staff Recommendation — J. Malloy/K. Bain

7. South Area Accommodation Review

   A. ARC Committee Recommendation — K. Robinson/A. Pollard/G. Deveau/S. Pretula

   B. Staff Recommendation — J. Malloy/K. Bain

8. West Area Accommodation Review

   A. ARC Committee Recommendation — D. Knoll/H. MacDonald/B. Howell/S. Ricci/ B. Williams

   B. Staff Recommendation — J. Malloy/K. Bain

MONITORING ITEMS

9. Public Questions for Clarification
10. Adjournment

Meeting	**Date**	**Time**	**Location**
Upcoming Public Meetings			
Finance Advisory Sub-Committee	Wednesday Feb. 15, 2012	12:30 pm	Ed Centre, Room 1
Parent Involvement Committee	Tuesday Feb. 21, 2012	6:30 pm	Ed Centre, Lower Auditorium
Board Meeting	Monday Feb. 27, 2012	6:30 pm	Board Room

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

**EXECUTIVE REPORT TO
COMMITTEE OF THE WHOLE**

DATE: **Monday February 13, 2012**

TO: **Committee of the Whole**

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

RE: **Accommodation Review Reports for Ancaster High, Highland
Secondary, Parkside High and Westdale Secondary**

Action X   Monitoring ☐

Recommended Action:

That Trustees receive the Accommodation Review Reports re: Ancaster High, Highland Secondary, Parkside High and Westdale Secondary and defer a final decision until May 2012.

Rationale/Benefits:

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

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

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

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

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

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

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

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

Our Program Strategy:

- Ensures Academic Excellence so all students achieve their full potential.

- Provides Equity of Access, Opportunity and Outcome (every student in HWDSB is able to attend the school that provides the programs that facilitate their success)

- Provides all pathways (university, college, workplace and community) in every school.

- Offers specialized programs in each school based on a Board-wide view of how to best serve our students.

- Engages every student by honouring student voice and student choice with a wide range of program options to meet the interests and needs of each student.

- Supports effective and seamless transition for each student.

- Promises that all students benefit from effective instruction, and appropriate intervention leading to graduation for every student.

- Creates effective learning environments that are equitable, inclusive, and diverse, bringing together students with different strengths, needs and backgrounds.

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

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

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

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

Executive Summary

At the March 22, 2010 Board meeting, Trustees of the Hamilton-Wentworth District School Board (HWDSB) approved a recommendation to initiate an Accommodation Review Process for the west cluster of secondary schools which included Ancaster, Highland, Parkside and Westdale. The mandate of the Accommodation Review Committee (ARC) was to produce an Accommodation Report to the Board of Trustees which addressed the accommodation issues within the review area through the recognition of a number of different criteria including accommodation, facility condition, program, transportation, funding and implementation of the ARC recommendation.

The West ARC, which consisted of parents, teaching and non-teaching staff, principals, trustees and community representatives began its work on January 18, 2011. The committee met over a 12-month period and held 13 working group meetings and 4 public "town hall" style meetings. On December 3, 2012, the ARC submitted its official report to the Director of Education which included the following accommodation strategy.

1. The closure of Highland and Parkside Secondary Schools in June 2015 and the construction of a new school on the existing Highland site with a target opening date of September 2015.

2. The closure of Ancaster High School in June 2015 and the construction of a replacement school on the existing site with a target opening date of September 2015.

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

Timelines

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

Process	Timelines
The ARC will complete its work and submit its report to the Director of Education by February 3, 2012	**February 3, 2012**
ARC report posted on the Board website	**February 3, 2012**
Staff report posted on the Board website	**February 10, 2012**
ARC and Staff reports received by Trustees (Committee of the Whole)	**February 13, 2012**
Board of Trustees to ratify Committee of the Whole Report (Board Meeting)	**February 27, 2012**
Meeting to receive public input on the reports created by the ARC and Staff	**April 2, 2012**
Board of Trustees to make final recommendation (Committee of the Whole)	**May 14, 2012***
Board of Trustees to ratify Committee of the Whole Report (Board Meeting)	**May 28, 2012**

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

West ARC Accommodation Recommendation and Additional Considerations

The accommodation recommendation and additional considerations were proposed by the West ARC as part of their final report submitted to the Director of Education on February 3, 2012 and can be described as follows:

1. *The closure of Highland and Parkside in June 2015 and the construction of a new school on the Highland site with a target opening date of September 2015.*

2. *The closure of Ancaster in June 2015 and the construction of a replacement school on the existing site with a target opening date of September 2015.*

3. *That the new schools will have no less than 1,000 pupil places.*

4. *That there be a theatre style auditorium on each school site and if necessary shared spaces with a music and or theatre focus.*

5. *That any new school will include space for community partnerships where interest and support is evident.*

6. *That the existing schools that have been identified for closure will remain open until new schools have been built.*

7. *That the existing programs and the appropriate space in the current schools be retained if moved to any new or modified school subject to consultation with the community and schools.*

8. *That the Facilities Management Department will consult with the principals, specialists and school communities to ensure that the remaining facilities are upgraded to meet the program strategy and address the renewal needs as outlined by the West ARC.*

Original Staff Recommendation (February 2011)

As outlined in the Ministry of Education Accommodation Review Guideline and the HWDSB Pupil Accommodation Review Policy, the Board was required to provide an alternate accommodation strategy to the ARC which addresses the objectives and Reference Criteria as outlined in the Terms of Reference. The original HWDSB staff recommendation was presented to the West ARC at Working Group Meeting #2 (February 8, 2011) and to school communities at Public Meeting #1 (March 1, 2011).   The recommendation proposed the closure of Parkside in June 2013 and the relocation of students to existing facilities in September 2013.   The original staff recommendation did not propose the construction of a new facility and attempted to address the accommodation, program and renewal needs through the closure Parkside.

Analysis of Recommendations

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

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

> **Current Situation:** As of the 2010/11 school year there were 3,907 students attending the four schools located within this cluster for an overall utilization rate of 85% (Map 1). Long-term projections indicate that over the course of the next ten years, enrolment is projected to decline to approximately 3,200 students with the overall utilization at 69% (Table 1). During that same time period the number of surplus pupil spaces is projected to increase from 671 to approximately 1,400.

Table 1: Historical and Projected Enrolment (Current Situation)

Secondary School	2010 OTG Capacity	2010/ 2011	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Ancaster	1,356	962	71%	979	72%	882	65%
Highland	924	756	82%	612	66%	490	53%
Parkside	777	595	77%	490	63%	420	54%
Westdale	1,521	1,594	105%	1,456	96%	1,370	90%
Total	4,578	3,907	85%	3,537	77%	3,162	69%
Number of (Surplus)/Deficit Pupil Places		(671)		(1,041)		(1,416)	

ARC Recommendation: The West ARC accommodation strategy consists of the following recommendations.

- o The closure of Highland and Parkside Secondary Schools in June 2015 and the construction of a new school on the existing Highland site with a target opening date of September 2015.

- o The closure of Ancaster High School in June 2015 and the construction of a replacement school on the existing site with a target opening date of September 2015.

- o That the new schools will have no less than 1,000 pupil places.

These recommendations include the consolidation of the Highland and Parkside boundaries and do not propose any changes to the existing Ancaster boundary (Map 2).

Table 2: Projected Enrolments (West ARC Recommendation)

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Ancaster	-		-	-	-	-
Highland	-		-	-	-	-
Parkside	-		-	-	-	-
Westdale	1,521		1,456	96%	1,370	90%
New Highland/Parkside	1,000*		1,101	110%	910	91%
New Ancaster	1,000*		979	98%	882	88%
Total	3,521		3,536	100%	3,162	90%
Number of (Surplus)/Deficit Pupil Places			15		(385)	

*Note: Proposed capacity, may be subject to change

Original Staff Recommendation: The original option proposed by Board staff includes the closure of Parkside in June 2013 and the relocation of students to the remaining facilities, effective September 2013. The following table outlines the current and projected enrolments/utilization rates under the original staff recommendation. In an attempt to increase

the utilization rate at Ancaster, the original staff recommendation proposed that the rural portions of Highland and Parkside be directed to Ancaster (Map 3).

Table 3: Projected Enrolments (Original Staff Recommendation)

Secondary School	2015 OTG Capacity	2013/ 2014	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Ancaster	1,356	1,220	90%	1,209	89%	1,071	79%
Highland	924	943	102%	871	94%	722	78%
Parkside	--	--	--	--	--	--	--
Westdale	1,521	1,594	105%	1,456	96%	1,370	90%
Total	3,801	3,757	99%	3,536	93%	3,163	83%
Number of (Surplus)/Deficit Pupil Places		(44)		(265)		(638)	

Since it was first released in February 2011, the proposed boundaries for the staff recommendation have been amended to reflect input received from the community over the course of the accommodation review process. Table 4 reflects the updated enrolments and utilization rates for the revised boundaries which include consolidating the existing Parkside boundary into Highland and no change to the Ancaster boundary (Map 4), consistent with what is being recommended by the West ARC. The enrolments and utilization rates at the individual schools are impacted by these revised boundaries.

Table 4: Projected Enrolments (Original Staff Recommendation Including Revised Boundaries)

Secondary School	2010 OTG Capacity	2013/ 2014	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Ancaster	1,356	969	71%	979	72%	882	65%
Highland	924	1,194	129%	1,101	119%	910	98%
Parkside	--	--	--	--	--	--	--
Westdale	1,521	1,594	105%	1,456	96%	1,370	90%
Total	3,801	3,757	99%	3,536	93%	3,163	83%
Number of (Surplus)/Deficit Pupil Places		(44)		(265)		(638)	

Under the West ARC recommendation, the combined utilization rate for the cluster is projected to increase from 77% (status quo) to 100% (ARC recommended option) upon implementation resulting in the elimination of approximately 1,000 surplus pupil places. Enrolment is projected to continue to decline over the long-term with the cluster operating at 90% utilization by 2020 and the number of surplus pupil spaces increasing to approximately 400 over that same time period. Depending on enrolments and program requirements the capacity of the proposed new schools (1,000 OTG) may fluctuate throughout the school design process.

With the closure of Parkside under in the staff recommendation, the combined utilization rate is projected to increase to 99% (2013) before declining to 83% by 2020. As there are no new schools proposed under the original staff recommendation the timing of implementation differs from the West ARC recommendation. The staff recommendation would see the number of surplus pupil places decrease from 1,400 to 638 by 2020. Due to the extent of the proposed capital improvements and to avoid overcrowding at Highland, a revised implementation date of 2014 for the staff recommendation may limit the disruption to staff and students.

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.

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.

According to ReCAPP® (Renewal Capital Asset Planning Process) software, the current back-log of renewal needs for the four schools is estimated to be approximately $46,000,000. Assuming that no additional repair work is undertaken in the interim, this total is projected to increase to approximately $67,000,000 by 2020 (Table 5).

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

Table 5: Estimated Renewal Needs (Current Situation)

Secondary School	2010	2010 FCI	2020	2020 FCI
Ancaster	$8,320,404	27%	$15,484,655	50%
Highland	$11,649,454	48%	$16,811,175	69%
Parkside	$5,133,259	31%	$11,335,588	68%
Westdale	$20,607,038	49%	$23,548,910	56%
Total	**$45,710,155**		**$67,180,328**	

ARC Recommendation: The following table identifies the impact on the long-term renewal needs in the cluster as a result of the West ARC recommendation to close Ancaster, Highland and Parkside.

Table 6: Estimated Renewal Needs (West ARC Recommendation)

Secondary School	2010	2010 FCI	2020	2020 FCI
Ancaster	$8,320,404	27%	-	-
Highland	$11,649,454	48%	-	-
Parkside	$5,133,259	31%	-	-
Westdale	$20,607,038	49%	$23,548,910	56%
Total	**$45,710,155**		**$23,548,910**	
	Difference vs. Current Situation		**($43,631,418)**	

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

Table 7: Estimated Renewal Needs (Original Staff Recommendation)

Secondary School	2010	2010 FCI	2020	2020 FCI
Ancaster	$8,320,404	27%	$15,484,655	50%
Highland	$11,649,454	48%	$16,811,175	69%
Parkside	$5,133,259	31%	-	-
Westdale	$20,607,038	49%	$23,548,910	56%
Total	**$45,710,155**		**$55,844,740**	
	Difference vs. Current Situation		**($11,335,588)**	

The West ARC recommendation has the potential to eliminate approximately $44,000,000 in future renewal needs compared to the $11,000,000 under the staff recommendation. This difference is directly related to the number of schools proposed for closure under each recommendation.

Significant capital improvements have been proposed under the staff recommendation in order to ensure that Highland receives the upgrades required to accommodate the additional students from Parkside and to address any outstanding requirements for the Boards program strategy.

ARC Recommendation: The West ARC has proposed the following capital improvements as part of the final recommendation.

- That the Facilities Management Department will consult with the principals, specialists and school communities to ensure that the remaining facilities are upgraded to meet the program strategy and address the renewal needs as outlined by the West ARC.

- That there be a theatre style auditorium on each school site and if necessary shared spaces with a music and or theatre focus.

Original Staff Recommendation: In order to accommodate the additional students from Parkside, the staff recommendation is proposing the following capital improvements to Highland.

List of Capital Improvements Proposed for Highland
New Single Gym, Change Rooms and Storage
6 New Science Labs
Expanded Cafeteria and Storage
Interior Renovations to create 3 additional classrooms
Renovations to provide New Staff Room/Work Room

The West ARC recommendation proposes the closure of three schools and the construction of two new secondary schools, therefore capital improvements to the remaining facility (Westdale) would be addressed through the Board's annual renewal funding. Benchmark funding, set by the Ministry of Education, for the construction of new schools does not provide any allocation for a traditional theatre. The HWDSB would either have to self-fund the construction of a theatre, similar to the one located in Ancaster or explore the potential for community partnership. One alternative to a traditional theatre can be seen in Waterdown District High School which includes a theatre/gym combination with retractable theatre seating.

The staff recommendation has allocated approximately $15,000,000 for the proposed capital improvements to Highland. The funding would be generated through the proceeds of disposition from the sale of the Parkside school site and through a business case submission to the Ministry of Education. The costs associated with the proposed capital improvements may be subject to change once more detailed architectural and engineering reviews have been undertaken.

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

Program:

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

1. **ARC Recommendation:** The following tables outline the proposed location of programs under the West ARC recommendation. In addition the West ARC has recommended that the existing programs and the appropriate space in the current schools be retained if moved to any new or modified school subject to consultation with the community and schools.

Table 8: New Ancaster School Program Strategy (West ARC Recommendation)

Programs of Choice (POC)/ Specialization	Specialist High Skills Major (SHSM)	Special Education
Biotech	Aviation and Aerospace	Tier 1: Resource Support
Connexions (Social Justice)	Arts & Culture: Theatre and Performing Arts *	Tier 3: Specific Support Program
Hockey	Information & Communications: Technology *	Tier 2: Comprehensive Support *
International Baccalaureate (IB)	Health & Wellness *	Tier 2: Comprehensive Support * (Social Communication Focus)
Robotics *	Justice & Community Service *	
Soccer *		

Table 9: New Highland/Parkside School Program Strategy (West ARC Recommendation)

Programs of Choice (POC)/ Specialization	Specialist High Skills Major (SHSM)	Special Education
Social Justice	Arts and Culture: Music and Visual Arts	Tier 1: Resource Support
Music Theatre	Manufacturing	Tier 2: Comprehensive Support
Basketball Focus *	Digital Media *	
Global Connect *	Business *	
Advanced Placement (A.P.) *	Non-Profit *	
	Transportation *	

Table 10: Westdale School Program Strategy (West ARC Recommendation)

Programs of Choice (POC)/ Specialization	Specialist High Skills Major (SHSM)	Special Education
French Immersion (FI)	Arts & Culture (Visual Arts)	Tier 1: Resource Support
International Baccalaureate (IB)	Construction	Tier 3: Graduated Support Program
Strings	Digital Media *	Tier 2: Comprehensive Support *
Quest *		
Horticulture *		
Basketball *		

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

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

Our Program Strategy:

- Ensures Academic Excellence so all students achieve their full potential.

- Provides Equity of Access, Opportunity and Outcome (every student in HWDSB is able to attend the school that provides the programs that facilitate their success).

- Provides all pathways (university, college, workplace and community) in every school.

- Offers specialized programs in each school based on a Board-wide view of how to best serve our students.

- Engages every student by honouring student voice and student choice with a wide range of program options to meet the interests and needs of each student.

- Supports effective and seamless transitions for each student.

- Promises that all students benefit from effective instruction, and appropriate intervention leading to graduation for every student.

- Creates effective learning environments that are equitable, inclusive, and diverse, bringing together students with different strengths, needs and backgrounds.

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

ALL CLUSTERS

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

TWO CLUSTERS

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

SYSTEM PROGRAMS

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

STUDENT SUPPORT

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

Tier 1 – instruction for all students

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

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

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

Transportation:

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

The Board's existing Transportation Policy states that secondary students residing in "all developed urban areas" will be eligible for transportation services when the walking distance exceeds 3.2km. Approximately 57% of the total student population across the entire west cluster presently resides within walking distance to their home school, while 43% are eligible for transportation.

> **ARC Recommendation:** The proposed ARC option would result in approximately 54% of the total student population in the West cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 46%. As the existing boundaries and school locations for Ancaster and Westdale are not proposed to change under the ARC recommendation, the slight increase in the number of students eligible for transportation is as a result of consolidating the Parkside students into Highland.
>
> **Original Staff Recommendation:** The potential impact on transportation under the staff recommendation mirrors that of the West ARC recommendation.

Funding:

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

The following table outlines the proposed funding strategy for both the West ARC along with the original and revised HWDSB staff recommendations.

Table 11: Proposed Funding Strategy

	Estimated Costs	West ARC Recommendation	Original Staff Recommendation	Revised Staff Recommendation
1.	New Construction/ Renovation (2 x 1,000 Pupil Place Schools)	$50,830,884	N/A	$5,000,000
2.	Facility Upgrades	N/A	N/A	$10,000,000
3.	Demolition Costs	$4,000,000	N/A	N/A
4.	Program Strategy	N/A	$1,025,000	$575,000
5.	Other (i.e. parkland dedication, moving costs, etc.)	$200,000	N/A	N/A
6.	**Sub Total (Line 1 through 5)**	**$55,030,884**	**$1,025,000**	**$15,575,000**

	Potential Funding Sources	West ARC Recommendation	Original Staff Recommendation	Revised Staff Recommendation
7.	Proceeds of Disposition	$(1,636,000)	$(1,636,000)	$(1,636,000)
8.	Ministry of Education (New School/ Upgrades)	$(50,830,884)	N/A	$(5,000,000)
9.	**Sub Total (Line 7 + 8)**	**$(52,466,884)**	**$(1,636,000)**	**$(6,636,000)**
	Potential Cost to the Board (Line 6 – 9)	**$2,564,000**	**$(611,000)**	**$8,939,000**

Please note that the ARC recommendation includes the construction of 2 new (1,000 pupil place) secondary schools

The capital costs associated with the West ARC recommendation are greater than those of the original staff option as a result of the West ARC proposing the construction of two secondary schools. The original staff recommendation proposed the closure of one school and upgrades to the remaining facilities to help accommodate the Board's program strategy. The capital improvements to Highland under the revised staff recommendation are required to accommodate the Parkside students and also attempts to address a number of deficiencies identified at the school through the accommodation review process.

Under the West ARC recommendation, approximately $1,600,000 or 3% of the entire project can be self-funded through the proceeds of disposition from the sale of the school site proposed for closure. The balance of funds would be requested from the Ministry of Education through the submission of a business case.

The total costs associated with the original staff recommendation is $1,025,000 for upgrades to the remaining facilities to address the Board program strategy requirements, all of which have the potential to be self-funded through the proceeds of disposition. Under the revised staff recommendation, there are a number of capital improvements proposed for the remaining facilities. The proposed cost associated with these capital improvements/upgrades is approximately $16,000,000, of which 11% can be self-funded through the future proceeds of disposition form the sale of the Parkside school site.

As identified in the Ministry of Education's Accommodation Review Guideline and the Board's Pupil Accommodation Review Policy, ARCs may "*recommend accommodation options that include new capital investment. In such a case, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available*." Board administration has advised the West ARC that a portion of the funding required under their recommendation can be achieved through future proceeds of disposition. Should the Board of Trustees approve the West ARC recommendation, the Hamilton Wentworth District School Board would work in conjunction with the Ministry of Education to explore additional funding opportunities such as access to other Ministry of Education funding sources or Partnership supports.

Implementation:

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

> **ARC Recommendation:** The West ARC has proposed the closure of Ancaster, Highland and Parkside in June 2015 and the construction of a new facility with a target opening date of September 2015. Under the ARC recommendation all schools would remain open while the new schools are being constructed.

> **Original Staff Recommendation:** The original staff recommendation proposes the closure of Parkside in June 2013 and the relocation of students to the remaining facilities, effective September 2013. Due to the nature and extent of the capital projects proposed for Highland, the implementation date may be rescheduled for September 2014. Staff will attempt to schedule the construction of any capital improvements in a manner that minimizes any potential disruption to students and staff at the remaining facilities.

Analysis of Additional Recommendations and Considerations:

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

> 1. *That in the absence of adequate funding for new schools, the Hamilton-Wentworth District School Board will consult with the school communities to outline the Boards proposed strategy.*
> As outlined in this report, HWDSB staff does not believe that the costs associated with the ARC proposal make it a viable option and as a result have maintained their original recommendation to close Parkside and relocate those students to Highland. Under the final staff recommendation there would be significant capital improvements made to Highland designed to help accommodate those students from Parkside.

> 2. *That all students who are in school during the ARC timeframe will be provided full support to continue their chosen education pathway. This should include but not be restricted to options related to attending cluster schools, transportation support and options related to time tabling.*

All HWDSB secondary schools will provide students with personalized learning opportunities so that they may follow an educational pathway towards their chosen destination. Program options should meet student needs and learning conditions necessary in the 21st century. This should include but not be restricted to options such as eLearning, transportation to attend programs across schools within the

cluster, and flexible timetabling. Students will benefit from increased flexibility in how they learn, when they learn, and where they learn.

3. *The ARC acknowledges that there are traffic concerns on Governors Road. Although it was not within the scope of the ARC, it is the expected that the HWDSB will work in cooperation with the City of Hamilton to conduct a traffic study and address any traffic concerns, perhaps through road modifications or schedule changes. Additionally, the board will work with the city to identify new city bus services necessary for the modified population at the Highland site.*

Any new construction project or major renovation to existing schools would require approval from the City of Hamilton and addressing any concerns regarding traffic issues on Governors Road would be addressed at that time.

4. *To immediately explore merging school communities to address student needs in Dundas.*

Once the Board of Trustees have finalized a recommendation, a *Transition Committee* will be created to develop a strategy around how to best transition students from their existing schools to their new facilities.

5. *Having the Facilities Management team consult with the principals, staff and students to support the designing of the new school and determining the needs of the school.*

Whenever designing a new facility, the Facilities Management Department consults with school principals to ensure that the needs of the school community are reflected in the design of the building.

6. *That regardless of the outcome consideration is given to repurpose the space in order to retain the Ancaster theatre and pool.*

In the event that the theatre and/or pool located on the Ancaster site is threatened as a result of closing or the right-sizing of the facility, Board staff will explore options to repurpose the space prior to making any final recommendations.

7. *That current enrolment data be updated at the time of building a new school and the school size reflects the updated enrolment data. There was consensus on this motion.*

Prior to finalizing the capacity of any new school, the Facilities Management Department would consult with program and planning staff to ensure that the new facility will meet the short- and long-term needs of the community.

Final HWDSB Staff Recommendation

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

1. The closure of Parkside Secondary School in June 2014 and the realignment of the existing catchment area with Highland Secondary School, effective September 2014.

2. The following capital improvements to Highland Secondary School to accommodate the additional students from Parkside Secondary School.

Proposed Capital Improvements to Highland Secondary School
New Single Gym, Change Rooms and Storage
6 New Science Labs
Expanded Cafeteria and Storage
Interior Renovations to create 3 additional classrooms
Renovations to provide New Staff Room/Work Room

The primary differences between the recommendation provided by staff in February 2011 and this final staff recommendation include the proposed boundaries, date of implementation and the extent of the capital improvements proposed for Highland. In an attempt to maximize school utilization, the original staff recommendation proposed boundary changes which would have seen portions of the existing Parkside and Highland boundaries realigned with Ancaster. Under the final staff recommendation, the existing catchment area for Parkside would be realigned with Highland and there are no proposed changes to the existing Ancaster boundary.

Also, due to the nature and extent of the capital projects identified for Highland under the final staff recommendation, it has been proposed that the closure date of Parkside be rescheduled from June 2013 to June 2014. The revised closure date for Parkside would allow more time to complete construction at Highland while at the same time minimizing the disruption to students and staff.
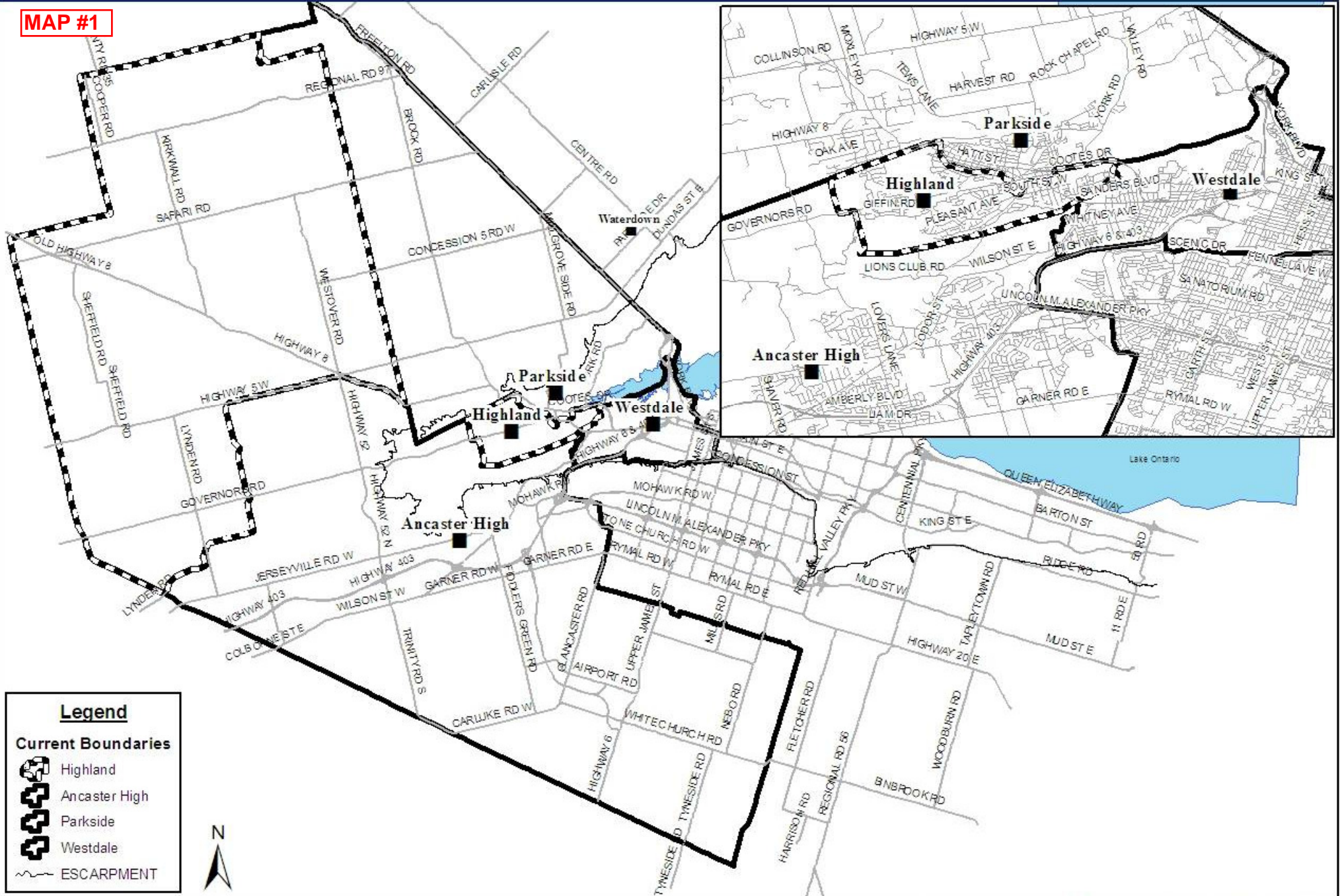
Summary

Upon completion of this analysis, it is the opinion of staff that while the West ARC recommendation to close Ancaster, Highland and Parkside in June 2015 and the construction of two new secondary schools with target opening dates of September 2015 addresses many of the criteria as identified in the mandate of the Committee, the costs associated with the proposal do not make it a viable option. Proceeds of disposition from the sale of the Parkside site would generate approximately 3% of the estimated cost of the ARC recommendation. Staff believes that it will be challenging to leverage the amount required for the construction of two secondary schools from the Ministry of Education in light of the current funding constraints and competing requests from other school boards throughout the province.

The West Secondary Accommodation Review was a lengthy process including four school communities and various stakeholders. Through discussion and input received over the course of seventeen public meetings (including thirteen working group and four "town hall" style meetings) the West ARC has recommended the closure of Ancaster, Highland and Parkside and the construction of two new secondary schools. All participants in the process were committed to the same objectives of ensuring suitable and equitable learning environments for all students. The staff option, which was introduced early in the process, recommended the closure of Parkside and the relocation of students to the remaining facilities. Although the recommendation created by the West ARC differs from the original staff proposal, the Committee members believe that ARC recommendation maintains viable learning environments for all students impacted by this accommodation review while at the same time satisfying the Committee's mandate as outlined in the Terms of Reference.

List of Attachments

- Map #1: Current Situation
- Map #2: West ARC Recommendation (Proposed Boundaries)
- Map #3: Original Staff Recommendation (Proposed Boundaries)
- Map #4: Revised Staff Recommendation (Proposed Boundaries)
- West ARC Terms of Reference
- HWDSB Pupil Accommodation Policy (No. 12)

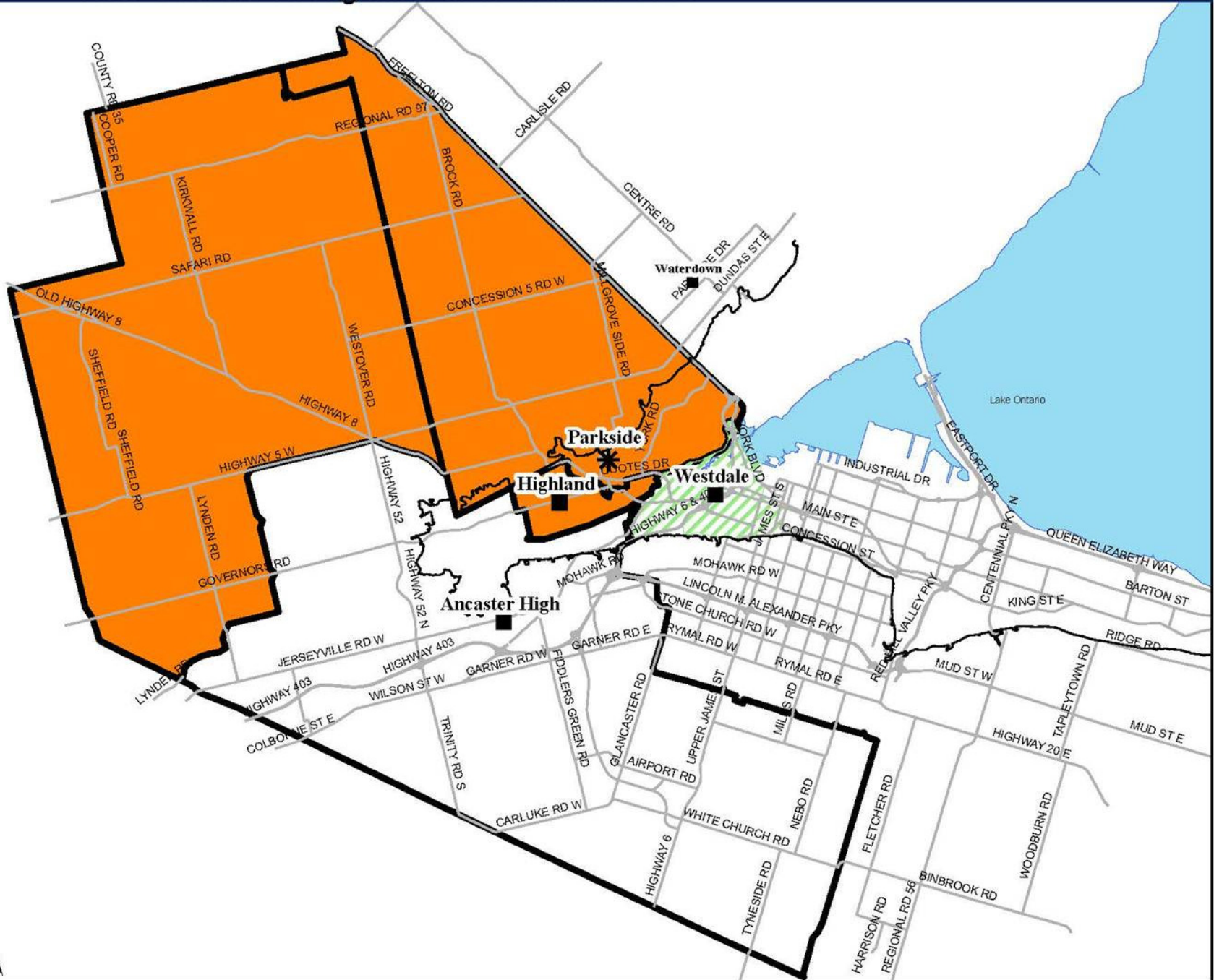HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

MAP #1

Parkside

Highland

Westdale

Ancaster High

Waterdown

Lake Ontario

Legend

Current Boundaries

Highland

Ancaster High

Parkside

Westdale

ESCARPMENT

N

0   3.5   7   14 Kilometers

Accommodation and Planning
July 2011

West Secondary Accommodation Review
8B-20
Closure of Highland, Parkside and Ancaster
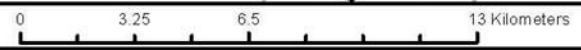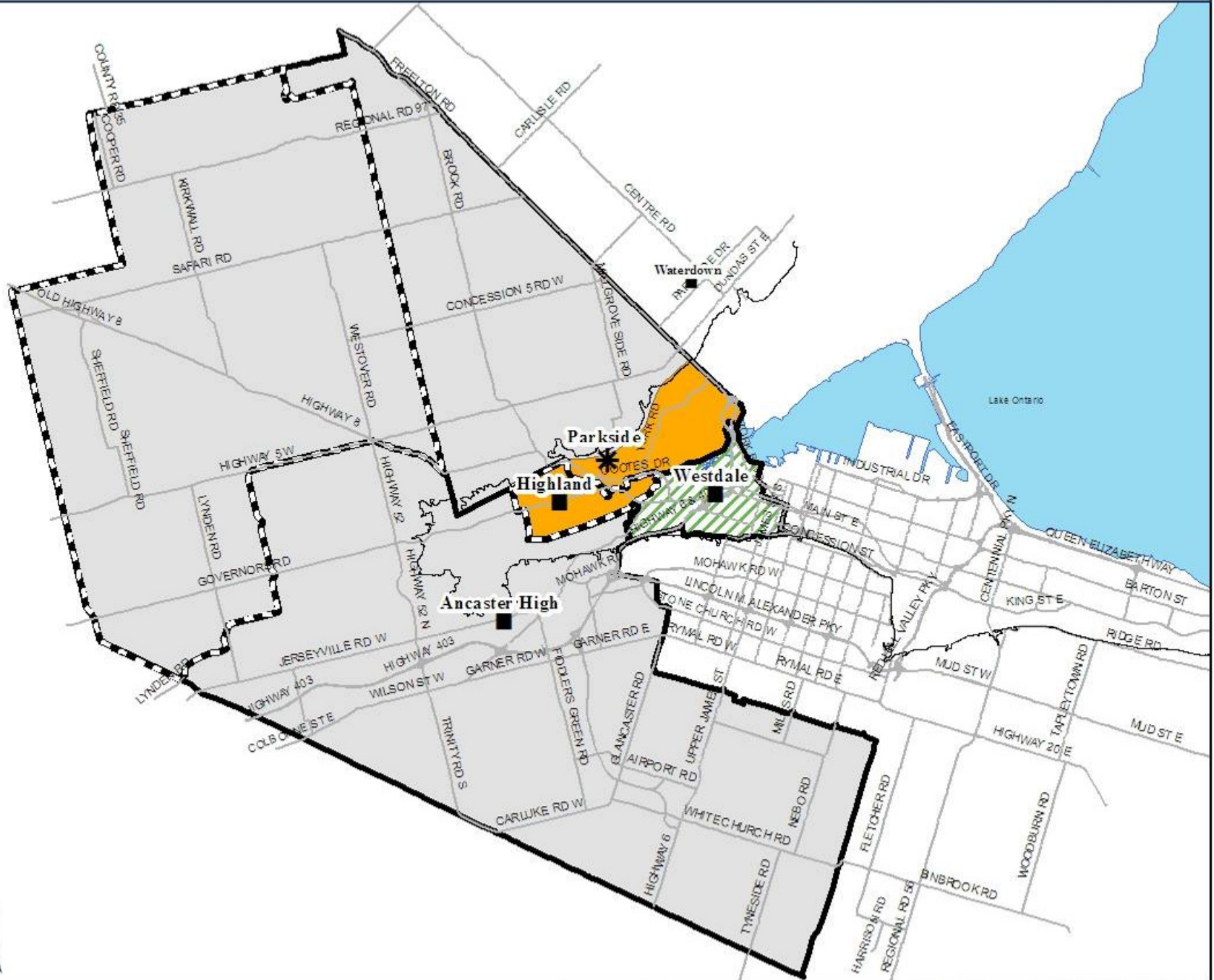New Schools on Highland and Ancaster Sites

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

MAP #2

Legend

ESCARPMENT

Current Boundaries

Highland

Ancaster High

Westdale

N

Please Note: The HWDSB does not currently own secondary school sites in the West ARC Cluster.
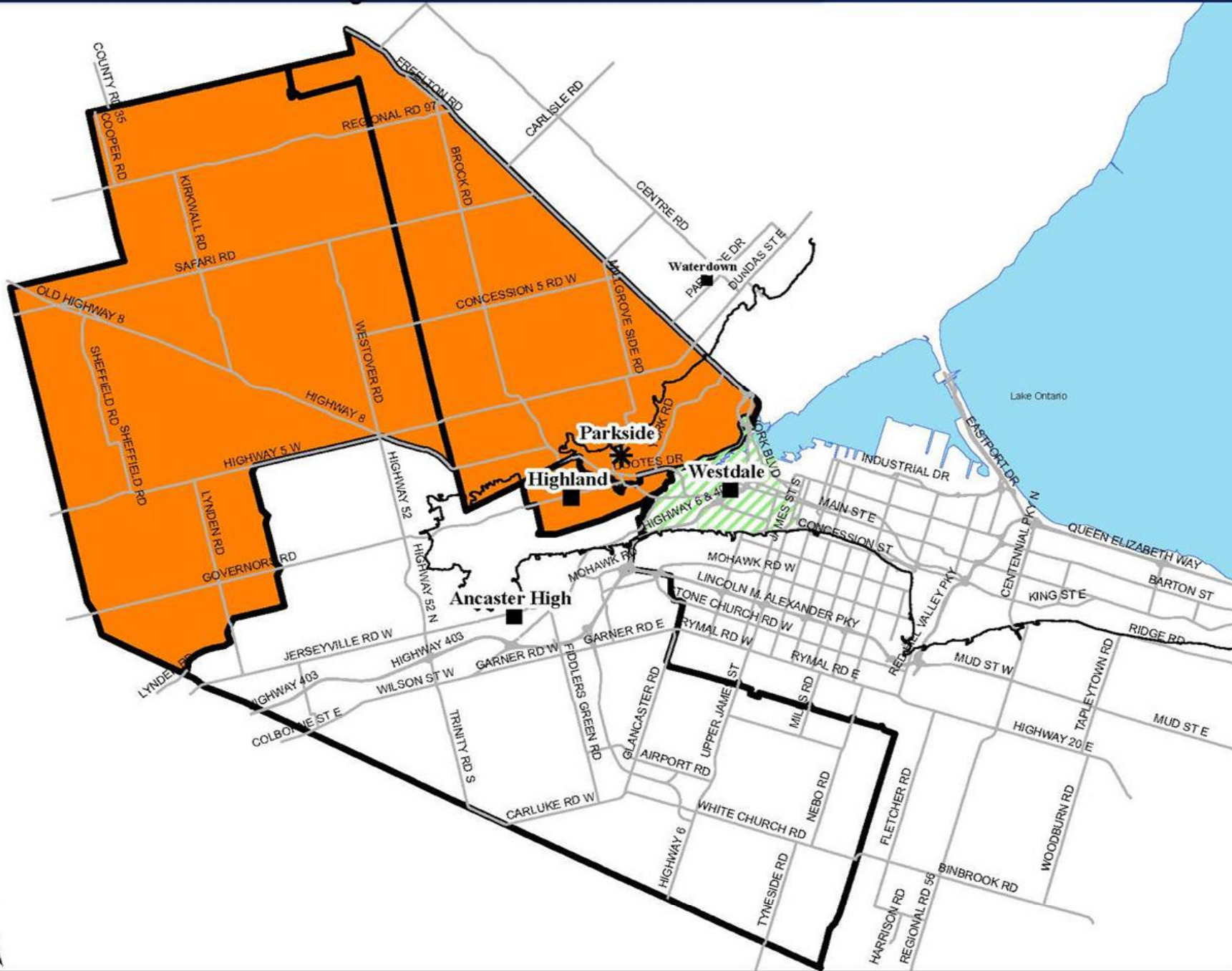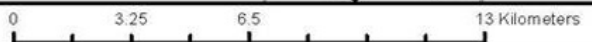Locations of proposed new schools are for discussion purposes only

0   3.25   6.5   13 Kilometers

Accommodation and Planning
July 2011

West Secondary Accommodation Review
Staff Recommended Option - Closure of Parkside, re-align boundaries

Accommodation & Planning

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MAP #3

Legend

Current Boundaries
- Highland
- Ancaster High
- Parkside
- Westdale

Proposed Boundaries
- Ancaster High
- Highland
- Westdale
- ESCARPMENT

N

0 3.5 7 14 Kilometers

Accommodation and Planning
July 2011

West Secondary Accommodation Review
Final Staff Recommendation – Closure of Parkside, realign boundary with Highland

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

MAP #4

Legend

ESCARPMENT

Current Boundaries

Highland

Ancaster High

Westdale

Please Note: The HWDSB does not currently own secondary school sites in the West ARC Cluster. Locations of proposed new schools are for discussion purposes only

0   3.25   6.5   13 Kilometers

Accommodation and Planning
July 2011

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: Ancaster High, Highland, Parkside and Westdale.

(h) Timeline
- The ARC will complete its work and submit its report to the Director of Education by January 19, 2012.

2. <u>Reference Criteria</u>

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

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

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

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

(d) Quality Teaching and Learning Environments
 • The ARC should consider the program environments and how well they are conducive to learning. This includes spaces such as Science Labs, gymnasiums, other speciality rooms, etc…

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

(f) Partnerships
 • As a requirement of the Policy and Ministry guidelines, the ARC should also consider opportunities for partnerships.

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

3. Membership

(a) Role of Members

- In accordance with Board's Pupil Accommodation Review Policy, the ARC is expected to work toward consensus on recommendations and the overall Direction of the report to Board.

- The role of voting members is to provide direction in cases where consensus cannot be achieved.

- Non-voting members bring expertise to the table and provide their opinions on issues and recommendations.

- Board staff (other than those included in the membership) act as a resource to the ARC. Staff from various departments will be in attendance at meetings to present data, strategies, other information and to respond to inquiries. These staff do not have a role in approving the ARC's recommendations or providing opinions.

(b) Committee Composition:

- The table in Appendix "B" identifies the individual's that form the ARC:

- The ARC will be deemed to be properly constituted whether or not all the listed members are willing and able to participate.

- Alternates: Should a member miss two consecutive meetings, the Chair of the ARC may invite an alternate member in accordance with the Board's Pupil Accommodation Review Policy, Section 4.5(f).

4. **Operating Procedures**

(a) **Meeting Dates**
   • The ARC is scheduled to meet on the following dates from 6pm to 9pm at location(s) to be determined.
   • Dates and/or Times may be subject to change depending on ARC member's availability. Date or Time changes are subject to the ARC's approval, either by consensus or through a vote as done per the Board's Pupil Accommodation Review Policy.
   • In the case that a meeting date falls on a Board identified Key Holy Day, the meeting shall be rescheduled on an alternative date subject to member's availability per the date and time changes clause above.
      - Tuesday, January 18, 2011
      - Tuesday, February 8, 2011
      - Tuesday, March 1, 2011 – Public Meeting #1
      - Tuesday, March 29, 2011
      - **Thursday**, April 14, 2011
      - Tuesday, May 10, 2011 – Public Meeting #2
      - Tuesday, May 31, 2011
      - **Thursday**, June 16, 2011
      - Tuesday, September 20, 2011
      - Tuesday, October 11, 2011 – Public Meeting #3
      - Tuesday, November 1, 2011
      - Tuesday, November 22, 2011
      - Tuesday, December 13, 2011 – Public Meeting #4
      - Tuesday, January 17, 2012

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

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

(d) **Materials, Support and Analysis**
   • Board staff will be on hand at meetings to present data, information, strategies, analysis, recommendations and/or to answer questions as required under the Board's Policy.

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

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

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

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

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

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

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

(h) Accommodation Review Process: Community Consultation, Public Information and Access
- Public consultation is to be at the heart of the accommodation review process. A minimum of four public meetings, structured to encourage an open and informed exchange of views, are to be held by the ARC. If possible the meetings are to be held at the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).

- The ARC is responsible to ensure that a wide range of local groups is consulted.

- These groups may include the School Council of the schools in the review area, parents, guardians, students, teachers, the local community and other interested parties.

- The ARC is responsible to ensure that public meetings are well publicized, well in advance of the scheduled meeting date. The School Board and ARC are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

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

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

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

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

- Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and Board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

(i) Accommodation Review Process: Accommodation Report to Board

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

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

Appendix "A": Program Definitions

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

Care Treatment and Correctional Programs – programs that are funded by the Ministry of Education to allow school boards to deliver educational services to young people who are unable to attend regular community schools because they are either in care facilities (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.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Appendix "B": Committee Membership

Position (per Policy)	Name
Chair	*To be determined by Exec Council*
Voting Members	
One Principal *(not directly associated with any of the schools in the review area)*	*To be appointed by the Principal's Association*
One Teacher *(not directly associated with any of the schools in the review area)*	*To be appointed by the Teacher Union Executive*
Two Student Leaders *(from outside the review area)*	*To be appointed by Student Senate*
	To be appointed by Student Senate
Two Public School Supporter Community Leaders *(not directly associated with any of the schools in the review area)*	*To be appointed by the Parent Involvement Committee*
	To be appointed by the Parent Involvement Committee
Two Parent Reps from Ancaster High	*To be appointed by School Council*
	To be appointed by School Council
Two Parent Reps from Highland	*To be appointed by School Council*
	To be appointed by School Council
Two Parent Reps from Parkside	*To be appointed by School Council*
	To be appointed by School Council
Two Parent Reps from Westdale	*To be appointed by School Council*
	To be appointed by School Council
Non-Voting Members	
Area Superintendents of Education	*All Superintendents with a school under their responsibility*
Area Trustees	*All Trustees with a school in their ward*
Area Ward Councillors	*All Councillors with a school in their ward*
Principal from Ancaster High	*School Principal as of January 1, 2011*
Principal from Highland	*School Principal as of January 1, 2011*
Principal from Parkside	*School Principal as of January 1, 2011*
Principal from Westdale	*School Principal as of January 1, 2011*
Teacher from Ancaster High	*To be appointed by School Teaching peers*
Teacher from Highland	*To be appointed by School Teaching peers*
Teacher from Parkside	*To be appointed by School Teaching peers*
Teacher from Westdale	*To be appointed by School Teaching peers*
Non-Teaching Staff from Ancaster High	*To be appointed by School Non-teaching staff members*
Non-Teaching Staff from Highland	*To be appointed by School Non-teaching staff members*
Non-Teaching Staff from Parkside	*To be appointed by School Non-teaching staff members*
Non-Teaching Staff from Westdale	*To be appointed by School Non-teaching staff members*

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[1]. 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;

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[1] 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[2], 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.

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[2] 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 <u>all</u> 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.