

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

Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
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

King George Area Delegation Night

Tuesday January 24 2012

PRESENT:

Trustees: Judith Bishop (Chair of the Board, Wards 1&2), Tim Simmons (Vice-Chair, Ward 3), Ray Mulholland (Ward 4), Laura Peddle (Ward 6), Robert Barlow (Wards 9&10), Alex Johnstone (Wards 11 & 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15).

Administration: John Malloy, Ken Bain, Pat Rocco

REGRETS: Todd White (Ward 5), Wes Hicks (Ward 8), Lillian Orban (Ward 7). Student Trustees Jacqueline Janas (Westdale) and Judy Shen (Westmount)

1. Call to Order

The meeting was called to order by R. Barlow at 6:00p stating the evening's focus was on the King George / Memorial (City) / Prince of Wales accommodation review

2. Approval of Agenda

**Moved by: A. Johnstone
Seconded by: T. Simmons**

That the agenda be approved.

3. Presentations

No presenters were registered

4. Speakers List

Mr. Barlow indicated the rules had been placed in front of trustees for reference. He noted Mr. Whitelaw had requested 10 minutes, to be followed by 5 minutes for questions.

It was confirmed that no debate would take place tonight, that questions would be only for clarification of the presenter's comments.

Mr. Robert Whitelaw stated his support for the recommendations relative to the King George ARC. He focussed on the following issues.

- Site size – Prince of Wales is a 3 story structure on a small site, with limited playground and green space. Memorial (City) is larger site, not near recreational facilities. Smaller sites necessitate taller structures that may pose handicap access issues.
- Noise/Air Quality – This is a highly concentrated neighbourhood. Prince of Wales is situated at a busy intersection and students are subject to traffic and noise pollution due to that proximity. Has the board undertaken any studies as per the Code Red project with respect to Prince of Wales and Memorial (City) Schools? He suggest planting a line of trees to mitigate noise/pollution?
- Recreational opportunities – Students must cross busy streets to access such facilities.
- Ivor Wynne stadium – If it is re-orientated, there will be an impact on the Scott Park building and green space available to students. It may have the potential to trigger an expropriation of Prince of Wales property.

Q: Are there any plans to expand the Prince of Wales site if Ivor Wynne site sold? Has expropriation of nearby homes been considered?

Q: Is there any consideration to having Memorial (City) designated a heritage site?

Q: Has there been any communication/dialogue between the Board and the City re the Ivor Wynne stadium site, including impact on schools in the area, including Parkview school?

Mr. Barlow thanked Mr. Whitelaw.

Questions for clarification by trustees:

- Mr. Whitelaw clarified for Trustee Brennan that his comments regarding Code Red related to the two studies that were part of the Spectator newspaper – one being a data study undertaken by McMaster relative noise, traffic and environment. He advocated that due diligence should include such data at both sites and then being acted upon.
- Mr. Whitelaw confirmed for Trustee Peddle that he had only approached two city councillors about the Ivor Wynne and Scott Park properties. He indicated that a city staff member stated that the site will be used. Mr. Whitelaw had not approached anyone at the Board. Trustee Simmons indicated his willingness to speak with Mr. Whitelaw following the meeting
- Trustee Mulholland cautioned about the inappropriateness of discussing property issues, however, he noted that the standard for new public grade school construction is predicated on the size of the site.

Moved by: T. Simmons
Seconded by: J. Brennan.

That we receive the delegation.

Trustee Brennan expressed some confusion about the wording in the motion and that on the agenda re Delegation Presentations (of which there were none) and the Speakers List.

When Trustee Peddle stated her interest in asking staff for information, Trustee Simmons withdrew the motion.

Moved by: L. Peddle
Seconded by: A. Johnstone

That staff provide a report outlining any and all communication related to any interest in the Prince of Wales site in light of the Pan Am stadium project. The report should accompany staff's recommendation for trustee decision making.

Given the concerns raised about the nearby land and site, Trustee Peddle advocated a thoughtful review by staff (and possibly an in-camera report) to ensure as much information as possible upon which trustees could base their decision. She expressed concern about the possibility of an expropriation notice if the orientation of the stadium changes.

As a clarification, Associate Director Ken Bain recalled the 60 day waiting period for the King George ARC will end February 13th as the reports were presented in November.

Trustees made the following comments:

- Only support if the intent is to provide good information as part of the ARC and staff reports, not with the intent of making another decision further in the process.
- Prince of Wales has state of art gym facilities and is a new school.
- The issue of expropriation is “down the road”, unknown and not directly related to the ARC.

Trustee Peddle re-read her motion and Trustee Johnstone indicated her willingness to continue as seconder.

The vote was called by the Chair and the motion was LOST on the following division:

FOR:	Trustees Johnstone, Turkstra and Peddle.	(3)
OPPOSED:	Trustees Mulholland, Simmons, Bishop, Brennan, Barlow	(5)
ABSTENTIONS:	Nil	(0)

Moved by: T. Simmons

Seconded by: J. Brennan

That we receive the delegation.

CARRIED UNANIMOUSLY.

5. Correspondence

No correspondence was received

6. Adjournment

Moved by: J Brennan

Seconded by: A. Johnstone

That the meeting be adjourned at 6:40 p.m.

CARRIED UNANIMOUSLY.



EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: February 13, 2012

TO: Committee of the Whole

FROM: Ken Bain, Associate Director of Education

RE: King George ARC – Final Recommendation

Action Monitoring

Recommended Action:

1. That the Board approve the closure of King George Elementary School in June 2012.
2. That the Board approve the revised boundaries for Memorial (City) and Prince of Wales, as outlined on Map #2 and Map #3, effective September 2012.

Rationale/Benefits:

The King George ARC and staff reports were received by Trustees at the November 14, 2011 Committee of the Whole meeting and later ratified at the Board meeting on November 21, 2011. In accordance with the Ministry of Education's *Pupil Accommodation Review Guidelines* and the Hamilton-Wentworth District School Board's *Pupil Accommodation Review Policy*, after receiving the ARC and staff reports there must be no less than sixty (60) days prior to the meeting when Trustees can vote on the final recommendations. The Committee of the Whole meeting on February 13, 2012 represents the earliest scheduled meeting date at which Trustees can approve the final recommendations regarding the King George Accommodation Review.

Background:

At the January 24, 2011 Board meeting, Trustees of the Hamilton-Wentworth District School Board approved a recommendation to initiate an Accommodation Review Process which included King George, Memorial (City) and Prince of Wales elementary schools (Map #1). The mandate of the Accommodation Review Committee (ARC) was to produce an Accommodation Report to the Board of Trustees which addressed a number of different criteria including accommodation, facility condition, program, transportation, funding and implementation.

The King George ARC, which consisted of parents, teaching and non-teaching staff, principals, trustees and community representatives began its work on March 30, 2011. The King George ARC met over a 7 month period and held four working group meetings and four public "town hall" style meetings. On November 10, 2011 the ARC submitted its official report to the Director of Education in which the Committee supported and endorsed the original staff recommendation to close King George elementary school in June 2012 and relocate those students to Memorial (City) and Prince of Wales, effective September 2012. The final ARC report was posted to the Board's website on November 10, 2011 followed by the staff report which was released as part of the agenda package for the November 14, 2011 Committee of the Whole meeting.

In accordance with Ministry of Education guidelines and Board policy, Trustees held a Special Hearing of the Committee of the Whole on January 24, 2012 to receive public input on the recommendations put forth by the King George ARC and Board staff. One delegation registered to provide feedback that evening.

Attachments:

- Map #1: Current Boundaries
- Map #2: Proposed Boundaries (Full Map)
- Map #3: Proposed Boundaries (South of Barton Street)

Map 1

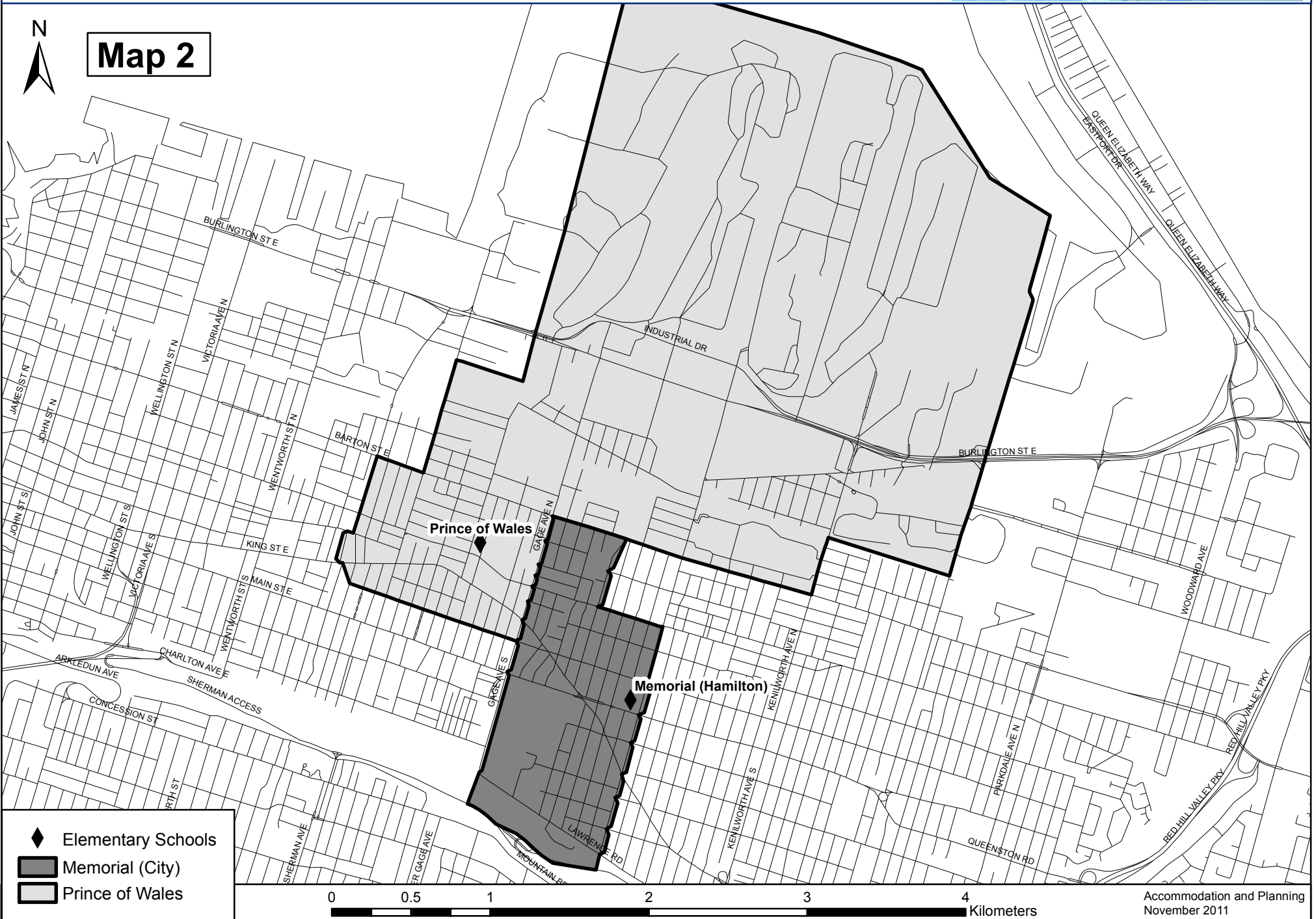


- ▲ King George
- ◆ Memorial (Hamilton)
- ◆ Prince of Wales
- King George
- Prince of Wales
- Memorial (Hamilton)

0 0.375 0.75 1.5 2.25 3
Kilometers



Map 2



Map 3





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 Delta Secondary, Glendale Secondary, Orchard Park Secondary, Sir John A. Macdonald Secondary and Sir Winston Churchill Secondary

Action Monitoring

Recommended Action:

That Trustees receive the Accommodation Review Reports re: Delta Secondary, Glendale Secondary, Orchard Park Secondary, Sir John A. Macdonald Secondary and Sir Winston Churchill 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.

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, Appendix A-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 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).

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
VOTING MEMBERS		
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
NON-VOTING MEMBERS		
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. All input received from the community either through email or during the public meetings was taken into consideration as the ARC developed its final recommendations.

In addition to community input, the ARC also requested presentations from three community groups. These presentations were made during working group meetings and played an integral part in the ARCs decision making process. These presentations include:

- David Derbyshire, Community Planning Team (Appendix F-11)
- Terry Cooke, Hamilton Community Foundation (Appendix I-10)
- Paul Johnson: Director of Neighbourhood Development Strategies, City of Hamilton (Appendix K-5)

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:

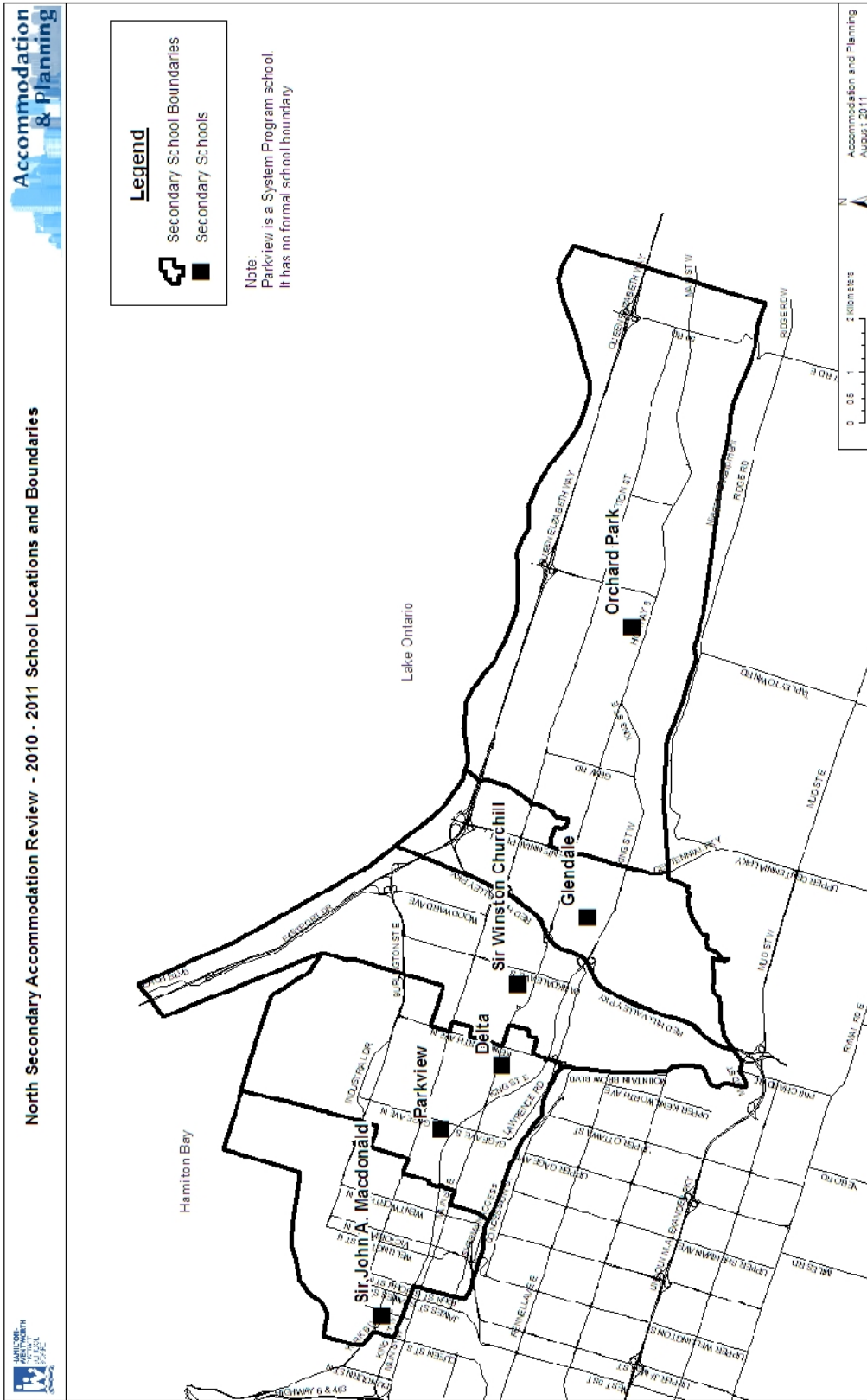
1. The closure of Delta Secondary School, Parkview Secondary School and Sir John A. Macdonald Secondary School in June 2015 and the construction of a new secondary school to be located on a site between Delta Secondary School and Sir John A. Macdonald Secondary School with a target opening date of September 2015.

Please Note: It is the expectation of the North ARC that the new school will include a 700-seat theatre and that space for community partnerships be included where interest and support is evident.

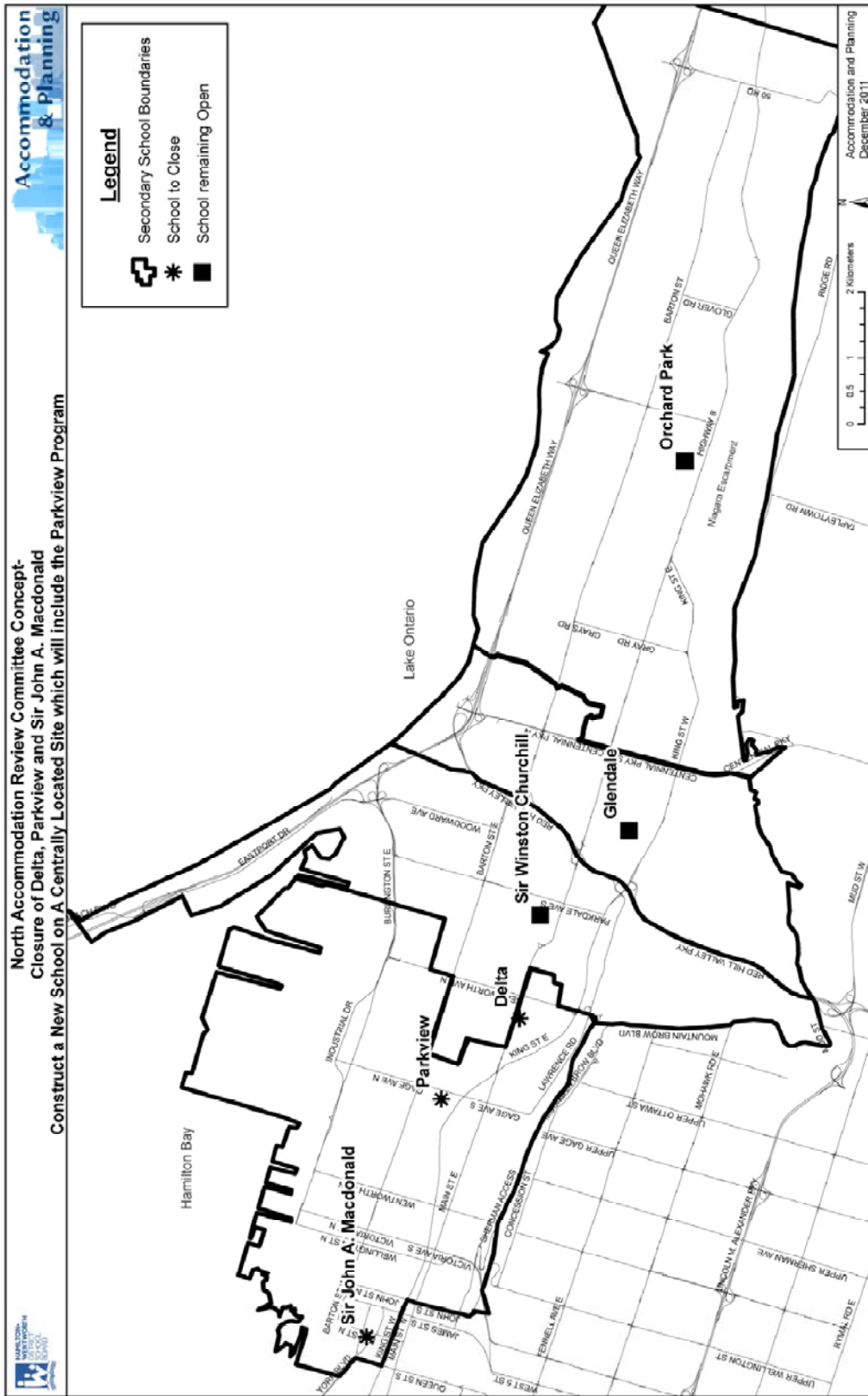
2. The proposed boundaries for the new school, as outlined in Map #2, would include all of the existing Sir John A. Macdonald catchment area and the majority of the Delta boundary along with the Parkview program. Under this boundary proposal, Queen Mary (currently an associate school for Delta) would 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 2015 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 preservation of the Parkview Program.
5. That the Facilities Management Department will consult with the principal and specialists to ensure that the remaining 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 (Proposed Boundaries)



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

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%
Total	7,035	5,421	77%	4,643	66%	4,344	62%

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%
Total	4,751		4,643	98%	4,344	91%

*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%
Total	\$55,166,666		\$90,018,759	

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%
Total	\$55,166,666		\$36,575,105	
Difference vs. Current Situation			(\$53,443,654)	

(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, 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 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 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% (Appendix M-3). There are a number of additional factors, such as the exact location of the new school site, which must be considered prior to determining the full impact that the North ARC recommendation will have on transportation.

(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 through 4)	\$41,563,395
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 + 6)	(\$41,458,395)
Potential Cost to the Board (Line 5 – 8)		\$105,000

(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 Parkview program is not solely defined by the physical structure of the building. 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 preservation of the Parkview program.

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 minimizing 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 be challenging as a result of the site sizes and also because this 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. The North ARC worked collectively in order to address the needs of all students and the school communities throughout the North cluster of secondary schools. The Committee originally considered four alternate options throughout the process and believes that their final recommendation best addresses the criteria established by the ARC in addition to the criteria identified as part of the ARC mandate through the following:

- Considering the needs of all students across the North cluster of schools through the equal distribution of program and supports
- Locating schools strategically across the North cluster to allow for equal access by all students
- Eliminating the surplus pupil places and increasing the overall utilization rate at the remaining facilities
- Incorporating input from public meetings and community presentations
- Providing a sustainable funding solution which eliminates high renewal need schools from the Board's inventory while at the same time having the ability to self-fund a portion of a new secondary school in the lower city through proceeds of disposition from the sale of three school sites

- Contributing to the revitalization of the lower City of Hamilton

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.

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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 north cluster of secondary schools which included Delta, Glendale, Orchard Park, Parkview, Sir John A. Macdonald and Sir Winston Churchill. 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 North ARC, which consisted of parents, teaching and non-teaching staff, principals, trustees and community representatives began its work on January 11, 2011. The committee met over a 12-month period and held 10 working group meetings and 4 public “town hall” style meetings. On January 12, 2012, the ARC submitted its official report to the Director of Education which included the following accommodation strategy.

- 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.

After being engaged in this accommodation review process over the past year, it is the opinion of staff that the recommendation developed by the North ARC would best address the Objectives and Reference Criteria as outlined in the ARC’s Terms of Reference.

The following report identifies the post-ARC timelines and provides an analysis of the North 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 North 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 Thursday, January 12, 2012	January 12, 2012
ARC report posted on the Board website	January 12, 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	March 27, 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.

North ARC Accommodation Recommendation and Additional Considerations

The accommodation recommendation and additional considerations were proposed by the North ARC as part of their final report submitted to the Director of Education on January 12, 2012, and can be described as follows:

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.

Please Note: It is the expectation of the North ARC that the new school will include a 700-seat theatre and that space for community partnerships be included where interest and support is evident.

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 2015 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 preservation of the Parkview Program.
5. That the Facilities Management Department will consult with the principal and specialists to ensure that the remaining facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.

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 North ARC at Working Group Meeting #2 (February 1, 2011) and to school communities at Public Meeting #1 (February 22, 2011). The recommendation proposed the closure of Delta and Parkview in June 2013 and the relocation of those students to the remaining 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 of Delta and Parkview. Under the original staff recommendation, those students attending Parkview Secondary School would be reassigned to their homes schools while the existing Delta Secondary School boundary would be consolidated with Sir John A. Macdonald Secondary School.

Analysis of Recommendations

As outlined in the *Terms of Reference* for the North 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 North 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 October 2010 there were 5,421 students attending the six schools located within this cluster for an overall utilization rate of 77% (Map 1). 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.

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%
Total	7,035	5,421	77%	4,643	66%	4,344	62%
Number of (Surplus)/Deficit Pupil Places		(1,614)		(2,392)		(2,691)	

ARC Recommendation: 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.

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.

Table 2: Projected Enrolments (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%
Total	4,751		4,643	98%	4,344	91%
Number of (Surplus)/Deficit Pupil Places			(108)		(407)	

*Note: Proposed capacity, may be subject to change

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

Table 3: Projected Enrolments (Original Staff Recommendation)

Secondary School	2015 OTG Capacity	2013/ 2014	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Delta	--	--	--	--	--	--	--
Glendale	1,122	903	80%	907	81%	832	74%
Orchard Park	1,290	1,078	84%	1,106	86%	1,142	89%
Parkview	--	--	--	--	--	--	--
Sir John A. Macdonald	1,569	1,761	112%	1,586	101%	1,516	97%
Sir Winston Churchill	1,089	1,171	108%	1,044	96%	854	78%
Total	5,070	4,913	97%	4,643	92%	4,344	86%
Number of (Surplus)/Deficit Pupil Places		(157)		(427)		(726)	

Under the North ARC recommendation, the combined utilization rate for the cluster is projected to increase from 66% (status quo) to 98% (recommended option) upon implementation resulting in the elimination of approximately 2,800 surplus pupil places. Enrolment is projected to continue to decline over the long-term with the cluster operating at 91% utilization by 2020 and the number of surplus pupil spaces increasing to approximately 400 over that same time period.

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 minimizing 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 be challenging as a result of the site sizes and also because this 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 Neighbourhood Development Strategy.

With the proposed closure of Delta and Parkview in the staff recommendation, the combined utilization rate is projected to increase to 97% (2013) before declining to 86% by 2020. As there are no new schools proposed under the original staff recommendation the timing of implementation differs from the North ARC recommendation. The staff recommendation would see the number of surplus pupil places decrease from 2,700 to 726 by 2020.

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.

Facility Condition:

Develop recommendations for capital improvements (i.e., repairs, renovations or major capital projects such as new construction) in 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 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 4).

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 4: 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%
Total	\$55,166,666		\$90,018,759	

ARC Recommendation: The following table identifies the impact on the long-term renewal needs in the cluster as a result of the North ARC recommendation to close Delta, Parkview and Sir John A. Macdonald.

Table 5: 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%
Total	\$55,166,666		\$36,575,105	
Difference vs. Current Situation			(\$53,443,654)	

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 Delta and Parkview.

Table 6: Estimated Renewal Needs (Original Staff 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%	\$20,419,480	55%
Sir Winston Churchill	\$9,923,629	32%	\$15,191,957	49%
Total	\$55,166,666		\$56,994,585	
Difference vs. Current Situation			(\$33,024,174)	

While both recommendations will eliminate a significant amount of future renewal needs, by including Sir John A. Macdonald for closure the North ARC option has the potential to remove an additional \$20,000,000 in future renewal needs compared to the original staff recommendation.

Capital improvements have been proposed under both the ARC and staff recommendation in order to ensure that the remaining facilities receive the upgrades required to accommodate the Board's program strategy.

ARC Recommendation: That the Facilities Management Department will consult with the principals and specialists to ensure that the remaining facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.

Staff Recommendation: The recommendation created by staff proposes upgrading the remaining facilities in order to accommodate the Board's program strategy.

The total cost of construction associated with the upgrades proposed under the ARC recommendation is approximately \$2,700,000. Completion of proposed upgrades could be funded through a portion of the proceeds of disposition from the sale of the Delta, Parkview and Sir John A. Macdonald school sites and/or additional funding provided by the Ministry of Education through a business case submission.

The capital improvement cost associated with the staff recommendation is approximately \$3,600,000. The funding would be generated through the proceeds of disposition from the sale of the Delta and Parkview school sites (approximately \$4,500,000).

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

ARC Recommendation: The following tables outline the proposed location of programs under the North ARC recommendation.

Table 7: New Secondary School Program Strategy (North ARC Recommendation)

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 8: Glendale Program Strategy (North ARC Recommendation)

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 9: Orchard Park Program Strategy (North ARC Recommendation)

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 10: Sir Winston Churchill Program Strategy (North ARC Recommendation)

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*	Tier 2: 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.

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.

6B-11

- 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.

VOCATIONAL EDUCATION

In addition to the program recommendations above, staff is recommending the closure of Parkview Secondary School and moving the program to another facility.

These recommendations are based on the following insights:

- Vocational education is offered in every secondary school in HWDSB

- School environments that serve a diverse populations of students are known to improve student achievement
- Students who need special supports and unique learning environments may still receive these supports in a composite secondary school

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.

These programs are already well represented across HWDSB in our Specialist High Skills Majors that allow students to customize their high school experience, our Ontario Youth Apprenticeship Program that open the doors to apprenticeship occupations through co-operative education, and through a variety of other system programs.

We know student achievement improves when students learn alongside peers of mixed abilities . An inclusive education is based on the principles of acceptance and inclusion of all students. Current research supports these assumptions and indicates there is a strong, positive effect for all students, both those with identified needs as well as those in the general student population (Willms, 2011). The concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged (Skrtic et al., 1996).

Transitioning will be important as students move from one school environment to another. We are developing plans with specific supports that will assist students and their families based on a student's age, grade, individual progress, readiness, interests and selected pathway. In the event of a closure, Staff would be committed to creating a committee comprised of parents/guardians, staff, students, and community members to help inform the direction around the transition of students from Parkview as well as students with similar abilities attending schools identified for closure. This committee would look at the types of programs and supports necessary to ensure the continued success of students.

It is important to note that elements of the programming at Parkview that have proven to be effective will be incorporated into the new school setting. This will ensure students are provided with the necessary tiered supports that will allow them to be successful as they access a greater range of programming in the

new school. Smaller class instruction, individual instructional support and peer-to-peer programs will all continue and students would only access broader programs according to their individual readiness.

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 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.

ARC Recommendation: 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%.

Original Staff Recommendation: The original staff recommendation would result in approximately 69% of the students residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 31%. The increase in the number of students eligible for transportation can be attributed to the size of the proposed Sir John A. Macdonald catchment area and the location of the school in the western portion of the boundary.

There are a number of additional factors, such as the exact location of the new school site, which must be considered prior to determining the full impact that the North ARC recommendation could have on transportation.

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 North ARC and the original HWDSB staff recommendations.

Table 11: Proposed Funding Strategy

	Estimated Costs	North ARC Recommendation	Original Staff Recommendation
1.	New Construction (1,250 Pupil Place School)	\$32,513,395	N/A
2.	Land Acquisition (15 acre site @ \$400,000/acre)	\$6,000,000	N/A
3.	Program Strategy	\$2,700,000	\$3,650,000
4.	Other (i.e. parkland dedication, moving costs, etc.)	\$350,000	\$50,000
5.	Sub Total (Line 1 through 4)	\$41,563,395	\$3,700,000
	Potential Funding Sources	North ARC Recommendation	Original Staff Recommendation
6.	Proceeds of Disposition	(\$8,945,000)	(\$4,567,000)
7.	Ministry of Education (New School)	(\$32,513,395)	N/A
8.	Sub Total (Line 4 + 6)	(\$41,458,395)	(\$4,567,000)
	Potential Cost to the Board (Line 5 – 8)	\$105,000	(\$867,000)

The capital costs associated with the North ARC recommendation are greater than those of the original staff option as a result of the North ARC's proposal to construct a new secondary school. The staff recommendation only proposes additional upgrades to the remaining facilities to meet the requirements of the Boards program strategy.

Under 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.

The total costs associated with the original staff recommendation (\$3,700,000) have the potential to be self-funded through the proceeds of disposition. It is important to note that, while the total capital costs associated with the staff recommendation are less than the ARC recommendation, by keeping Sir John A. Macdonald open the future renewal needs (legacy costs) as outlined in the Facility Condition section of this report will be higher in the long-term under the staff recommendation.

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 North ARC that a significant portion of the funding required under their recommendation can be achieved through future proceeds of disposition. Should the Board of Trustees approve the North 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 North ARC has proposed 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.

Original Staff Recommendation: The original staff recommendation proposes the closure of Delta and Parkview in June 2013 and the relocation of those students to the remaining facilities, effective September 2013. 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 North ARC has recommended to Trustees.

1. *The North ARC has also recommended that all schools remain open until such time as the new facility is ready to open in September 2015 and the students will move en masse to the new school.*

As part of any accommodation review process, a *Transition Committee* will be created to assist developing a “transition” strategy to minimize the impact on students and staff. The strategy may fluctuate depending on potential delays in new school construction.

2. *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.*

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 Parkview program is not solely defined by the physical structure of the building. 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 the needs of both the students and the program can be factored into the design of the new facility.

3. *It is the expectation of the North ARC that the new school will include a 700-seat theatre and that space for community partnerships be included where interest and support is evident.*

The North ARC has proposed the construction of a new 700-seat theatre as part of the new school design to replace the loss of the theatre at Sir John A. Macdonald should the school close. 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 Sir John A. Macdonald 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.

Final HWDSB Staff Recommendation

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

1. Closure of Delta Secondary School in June 2015 and the relocation of those students to Sir John A. Macdonald Secondary School as defined in outlined in Map 4.

2. The closure of Parkview Secondary School in June 2015 and the relocation of those students to Sir John A. Macdonald Secondary School.
3. The closure of Sir John A. Macdonald Secondary School in July 2015 pending the availability of funding and approval from the Ministry of Education for the construction of a new school with a target opening date of September 2015.

The primary differences between the recommendation provided by staff in February 2011 and these final staff recommendations include the closure of Sir John A. Macdonald and the construction of a new secondary school. As outlined in this report, the construction of a new secondary school (pending the availability of funding and Ministry approval) and the subsequent closure of Sir John A. Macdonald has the potential to further increase the overall utilization rate of the north cluster while at the same time eliminating an estimated \$20,000,000 in future renewal costs.

Summary

Upon completion of this analysis, it is the opinion of staff that the North ARC recommendation to close Delta, Parkview and Sir John A. Macdonald June 2015 and the construction of a new secondary school with a target opening date of September 2015 would best serve the short- and long-term needs of the community and the Board as a whole. Furthermore, the proceeds of disposition from the sale of three school sites will assist the Board in self-funding a large portion of the costs associated with new school construction and program upgrades to the remaining facilities.

The North Secondary Accommodation Review was a lengthy process including six school communities and various stakeholders. Through discussion and input received over the course of fourteen public meetings (including ten working group and four “town hall” style meetings) the North ARC has recommended the closure of Delta, Parkview, Sir John A. Macdonald and the construction of a new secondary school. 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 Delta and Parkview and the relocation of those students to the remaining facilities. Although the recommendation created by the North ARC differs from the original staff proposal, the Committee members believe that the 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: North ARC Recommendation (Proposed Boundaries)
- Map #3: Staff Recommendation (Proposed Boundaries)
- Map #4: Proposed Boundaries (Closure of Delta and Parkview only)
- North ARC Terms of Reference
- HWDSB Pupil Accommodation Policy (No. 12)

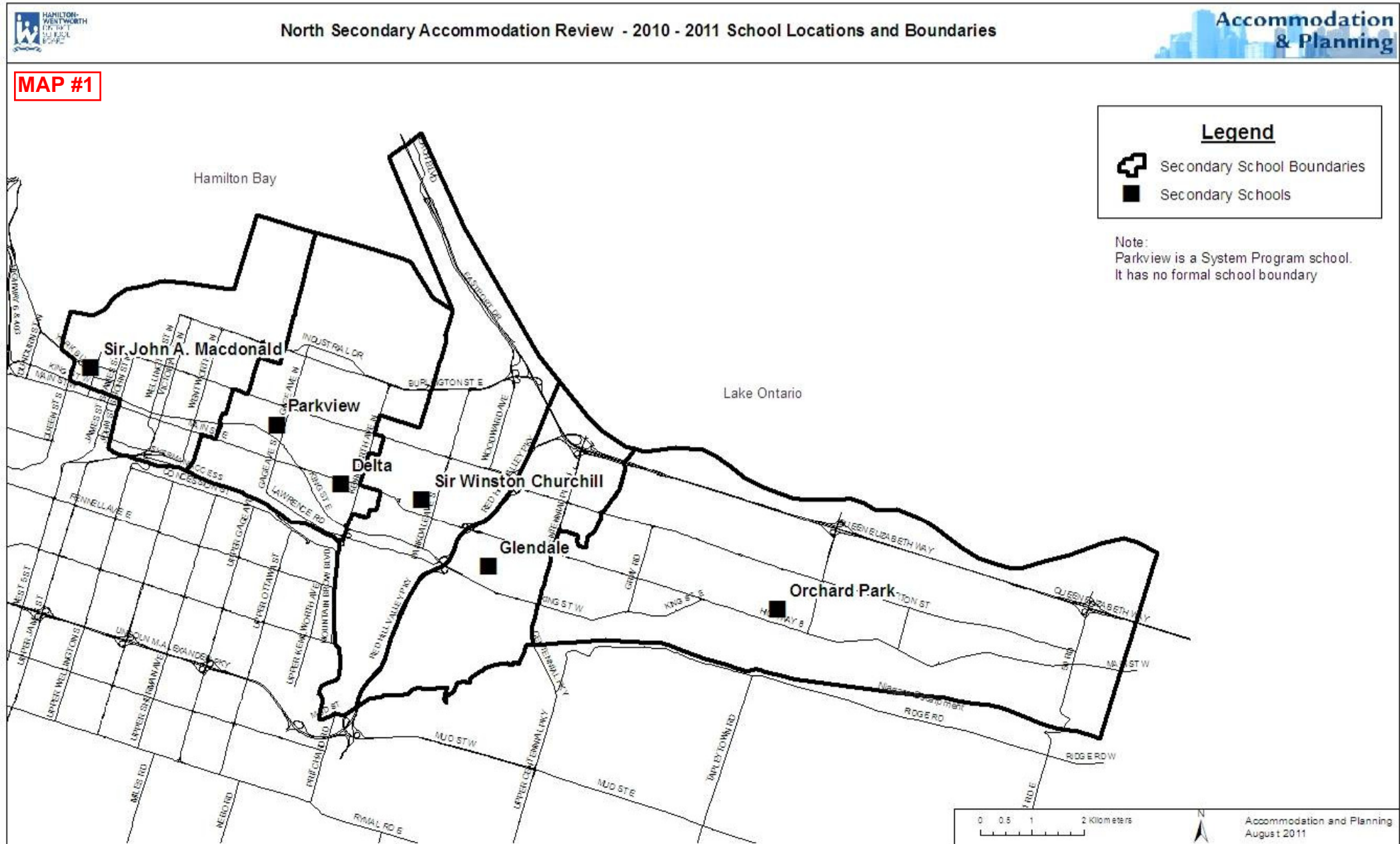
North Secondary Accommodation Review - 2010 - 2011 School Locations and Boundaries

MAP #1

Legend

-  Secondary School Boundaries
-  Secondary Schools

Note:
Parkview is a System Program school.
It has no formal school boundary



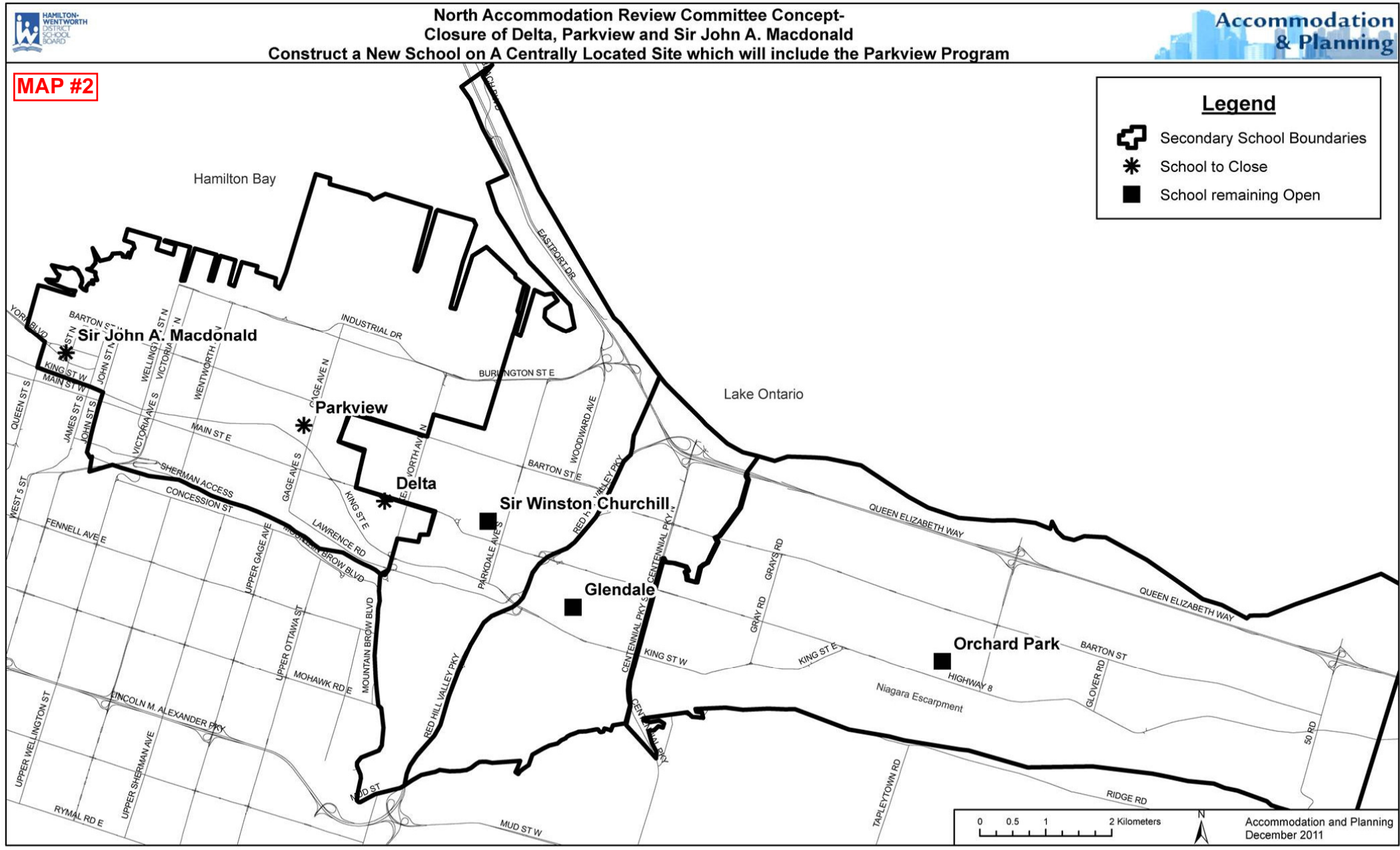
**North Accommodation Review Committee Concept-
Closure of Delta, Parkview and Sir John A. Macdonald
Construct a New School on A Centrally Located Site which will include the Parkview Program**



MAP #2

Legend

- Secondary School Boundaries
- School to Close
- School remaining Open






0 0.5 1 2 Kilometers

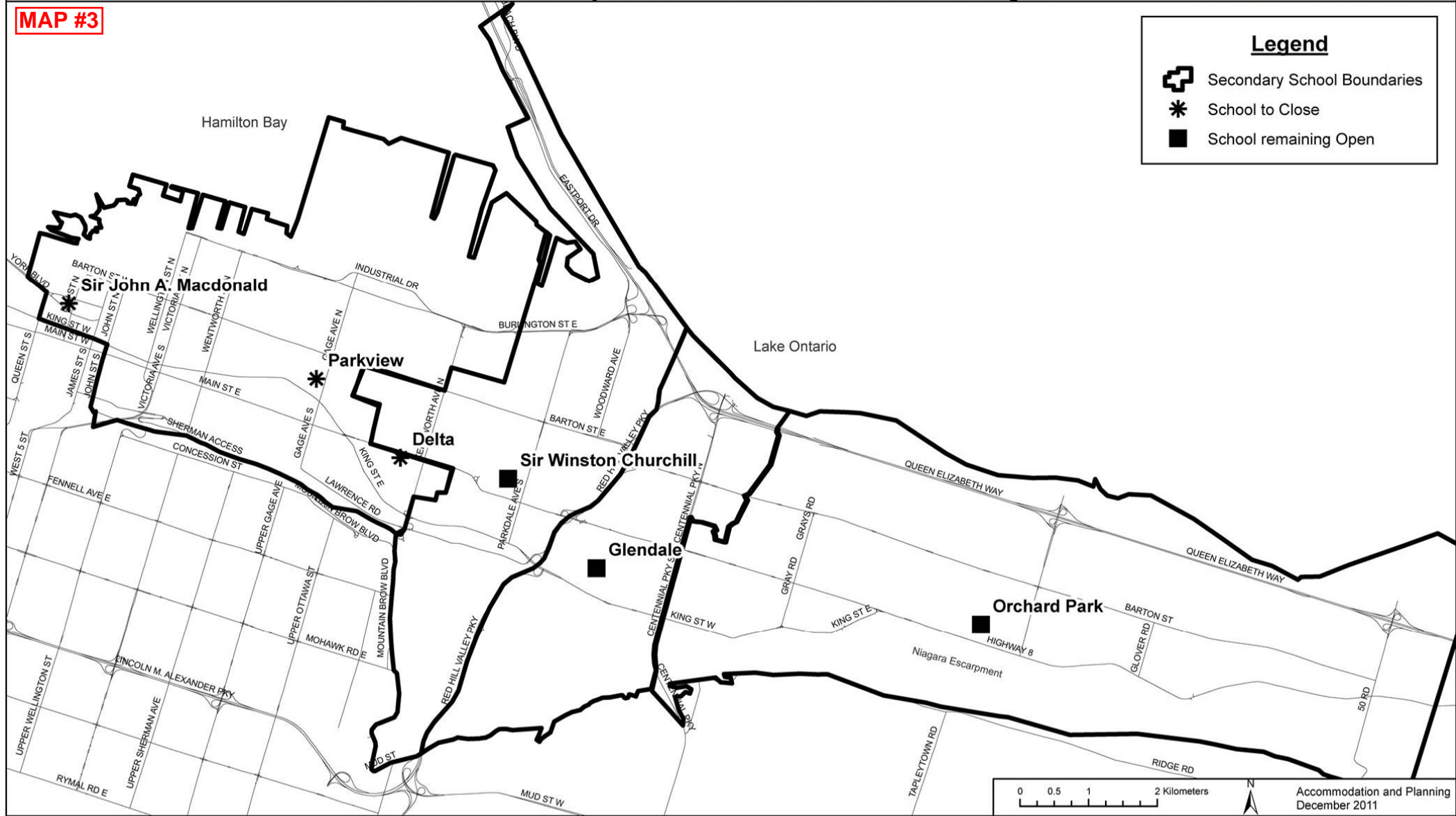
Accommodation and Planning
December 2011

Final Staff Recommendation
Closure of Delta, Parkview and Sir John A. Macdonald
Construct a New School on A Centrally Located Site which will include the Parkview Program

MAP #3

Legend




-  Secondary School Boundaries
-  School to Close
-  School remaining Open

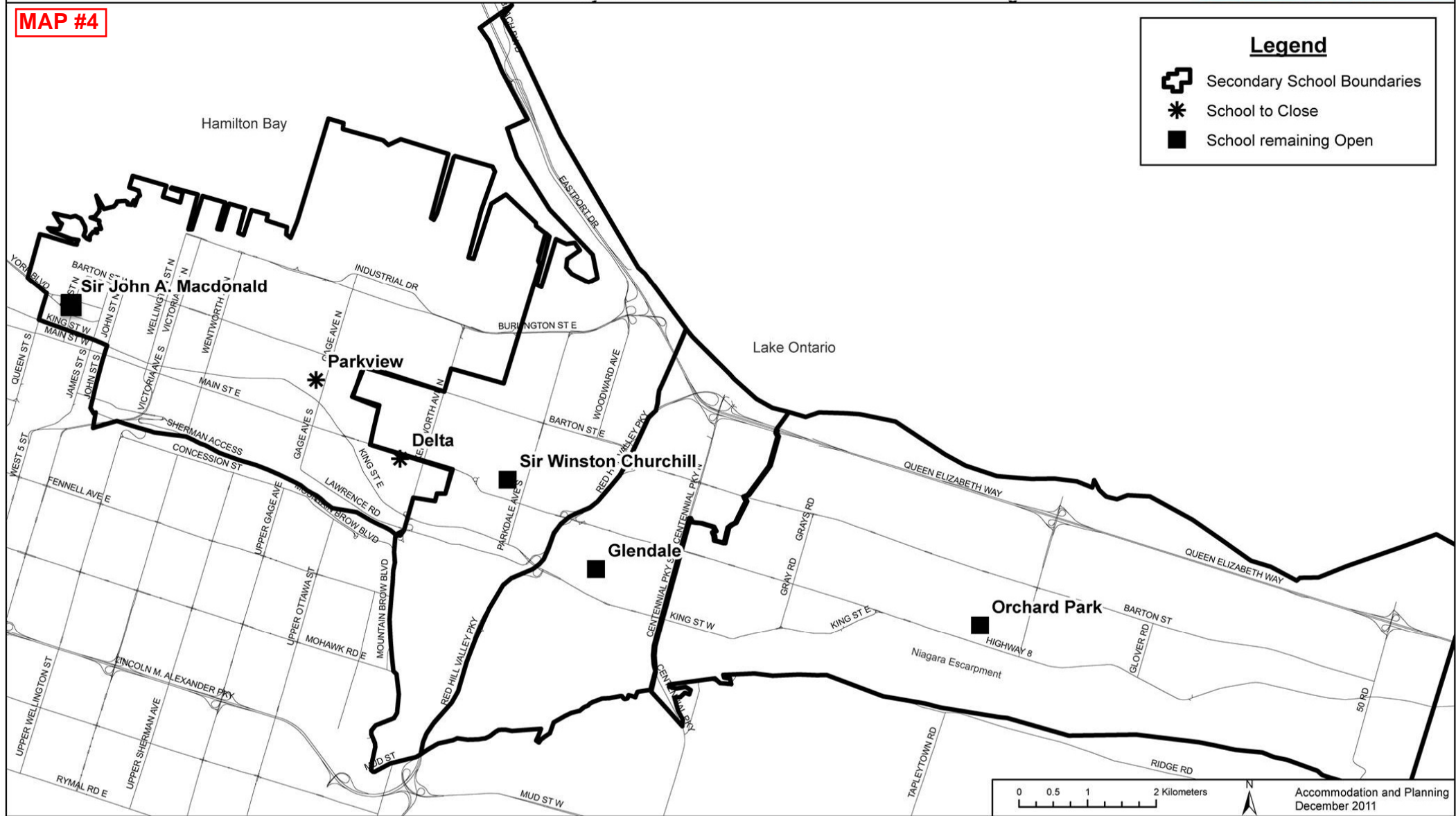


Closure of Parkview and Delta
Proposed Boundaries

MAP #4

Legend

-  Secondary School Boundaries
-  School to Close
-  School remaining Open



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.

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.

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 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.

- 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 (i.e., hospitals), treatment facilities (i.e., children’s mental health centres) or correction/custody facilities (i.e., 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.

Position (per Policy)	Name
Chair	<i>To be determined by Exec Council</i>
Voting Members	
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>
Non-Voting Members	
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>

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 schools¹. 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;

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 below², 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.

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 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.



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 Barton Secondary, Hill Park Secondary, Mountain Secondary, Sherwood Secondary and Sir Allan MacNab Secondary

Action Monitoring

Recommended Action:

That Trustees receive the Accommodation Review Reports re: Barton, Hill Park, Mountain Secondary, Sherwood and Sir Allan MacNab 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.

South ARC

Secondary Accommodation Review

Barton – Hill Park – Mountain – Sherwood – Sir Allan MacNab

Report To: Director of Education
Hamilton-Wentworth District School Board

Report From: South Secondary Accommodation Review Committee

Submitted On: Friday, February 3, 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 south cluster of secondary schools which includes Barton, Hill Park, Mountain, Sherwood and Sir Allan MacNab. 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 South ARC, comprised of parents, students, community representatives, principals, teachers, trustees and non-teaching staff began its work on January 4, 2011.

Over the course of seventeen (17) working group meetings and four (4) public meetings the South ARC developed and has recommended four (4) options for Trustee consideration. In finalizing their options, the South ARC chose not to prioritize the following recommendations.

Concept B:

- The closure of Sherwood and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south of the Lincoln Alexander Parkway with a target opening date of September 2015.
- Mountain would remain open with additional appropriate programs moved to that location.

Concept C:

- Closure of Hill Park, Mountain and Sherwood in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- The Mountain program would be relocated to the new school.

Concept D:

- Closure of Barton and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- Mountain would remain open with additional appropriate programs moved to that location.

Concept E:

- Closure of Mountain, Sherwood and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- The Mountain program would be relocated to the new school.

*Please Note: To further enhance **Options B, D and E**, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self-paced, self-directed program to Hill Park. The Hill Park site would provide a central location for the self-paced, self-directed program, while the Westmount site is ideally situated to service the students residing on the west mountain. The impact of relocating the self-paced, self-directed program to Hill Park in Options B, D and E can be found in Appendices R-3, S-3 and S-4.*

This report provides the supporting analysis for the recommendations and details the work completed by the South 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 A-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 South 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 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: Barton, Hill Park, Mountain, Sherwood and Sir Allan MacNab.

(h) Timeline: The ARC will complete its work and submit its report to the Director of Education by Friday, February 3, 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 or limit by the 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 South Secondary Accommodation Review Committee membership list:

Name	Affiliation	Representing
Scott Sincerbox, Superintendent of Human Resources		Chair
VOTING MEMBERS		
John Whitwell	Hamilton-Wentworth DSB	One Principal Representative
Declined	Hamilton-Wentworth DSB	One Teacher Representative
Derek Hambly Alexandra Ewing	Hamilton-Wentworth DSB	Two Student Leader Representatives
Susan Pretula	Hamilton-Wentworth DSB	Two Public School Community Leader Representatives
Alexandra Butty Bill Barrett	Barton	Two Parent Representatives
Kim General Cheryl Poot	Hill Park	Two Parent Representatives
Anne Pollard Beverly Bressette	Mountain	Two Parent Representatives
Ken Durkacz Jackie Brown	Sherwood	Two Parent Representatives
Al Pierce Margaret Eagle	Sir Allan MacNab	Two Parent Representative
NON-VOTING MEMBERS		
Manny Figueiredo Mag Gardner Peter Joshua	Hamilton-Wentworth DSB	Area Superintendents of Education
Laura Peddle Lillian Orban Wes Hicks	Hamilton-Wentworth DSB	Area Trustees
Scott Duvall Terry Whitehead Tom Jackson	City of Hamilton	Area Ward Councillors
Deb Jukes	Barton	Principal
Angela Ferguson	Hill Park	Principal
Wanda Bielak	Mountain	Principal
Randy Gallant	Sherwood	Principal
Ted Kocznur	Sir Allan MacNab	Principal
Brian Greig	Barton	Teacher
Kevin Robinson	Hill Park	Teacher
John Miholics	Mountain	Teacher
Gary Deveau	Sherwood	Teacher
Paul Vukosa	Sir Allan MacNab	Teacher
<i>Declined</i>	Barton	Non-Teaching Staff Representative
Renee Majic	Hill Park	Non-Teaching Staff Representative
Joanna Maull	Mountain	Non-Teaching Staff Representative
<i>Declined</i>	Sherwood	Non-Teaching Staff Representative
Donna Clappison	Sir Allan MacNab	Non-Teaching Staff Representative

2.3 Meetings of the Accommodation Review Committee

In preparation for the four (4) public meetings, the ARC was also involved in seventeen (17) 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 15, 2011, Hill Park Secondary School) – Appendix D**

Members of the Public that Signed In: 97

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 presented. In preparation for Public Meeting #1, the ARC held the following working group meetings:

- Working Group Meeting #1 (January 4, 2011) – Appendix B
- Working Group Meeting #2 (January 25, 2011) - Appendix C

b) **Public Meeting #2 (April 26, 2011, Sherwood Secondary School) – Appendix G**

Members of the Public that Signed In: 130

At the second public meeting, resource staff provided an overview of the accommodation review process and work of the committee. After the presentations, the ARC Chair facilitated a question/answer session with members of the public to ask questions and makes comments on the review process and work of the committee. In preparation for Public Meeting #2, the ARC held the following working group meetings at which input from Public Meeting #1 was also considered.

- Working Group Meeting #3 (March 8, 2011) – Appendix E
- Working Group Meeting #4 (April 5, 2011) – Appendix F

c) Public Meeting #3 (October 27, 2011, Hill Park Secondary School) – Appendix N**Members of the Public that Signed In: 53**

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 six (6) proposed accommodation options 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 also considered.

- Working Group Meeting #5 (May 17, 2011) – Appendix H
- Working Group Meeting #6 (June 7, 2011) – Appendix I
- Working Group Meeting #7 (September 6, 2011) – Appendix J
- Working Group Meeting #8 (September 15, 2011) – Appendix K
 - Included a joint meeting with the North ARC to review possible common areas of interest.
- Working Group Meeting #9 (September 27, 2011) – Appendix L
- Working Group Meeting #10 (October 18, 2011) – Appendix M

d) Public Meeting #4 (January 19, 2012, Barton Secondary School) – Appendix U**Members of the Public that Signed In: 98**

At the fourth public meeting, resource staff provided an overview of the accommodation review process while ARC members presented their final recommendations. The presentation all of the elements that will be contained in the final ARC report (to be presented to the Director of Education on February 3, 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. In preparation for Public Meeting #4, the ARC held the following working group meetings at which input from Public Meeting #3 was also considered.

- Working Group Meeting #11 (November 8, 2011) – Appendix O
- Working Group Meeting #12 (November 23, 2011) – Appendix P
- Working Group Meeting #13 (November 29, 2011) – Appendix Q
- Working Group Meeting #14 (December 7, 2011) – Appendix R
- Working Group Meeting #15 (December 14, 2011) – Appendix S
- Working Group Meeting #16 (January 11, 2012) – Appendix T

One final Working Group Meeting (#17) was held on January 26, 2012 (Appendix V) 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, 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) – As of the 2010/2011 School Year

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 (Appendix B-6).

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 first phase

of the staff recommendation proposed the closure of Mountain Secondary School and Sherwood Secondary School in June 2013 with those students being redistributed to the remaining facilities, effective September 2013. The second phase of the staff recommendation was dependant on the availability of funding and included the closure of Barton Secondary School in June 2015 and the construction of a new secondary school south of the Lincoln Alexander Parkway with a target opening date of September 2015 (Appendix C-14, L-11, O-3 and O-4).

2.4.3 School Tours

Tours of the facilities involved in the ARC process were conducted on Saturday, March 26, 2011. A second tour date (September 17, 2011) was added in order to accommodate those Committee members that were unable to attend the original tour date. During these dates, ARC members were provided with the opportunity to participate in guided tours of the schools included in the accommodation review process (Appendices E-12 and J-6). 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 (Appendices W-1 and W-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. All input received from the community either through email or during the public meetings was taken into consideration as the ARC developed its final recommendations.

3.0 South ARC Recommendations

The South Accommodation Review Committee is proposing the following recommendations for the Trustees of the Hamilton-Wentworth District School Board to consider:

1. *The South ARC has proposed four (4) alternate accommodation options for Trustees to consider. In finalizing their options, the South ARC chose not to prioritize the following recommendations.*

Concept B (Map #2):

- *The closure of Sherwood and Sir Allan MacNab in June 2015.*
- *Construction of a new secondary school, located south of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *Mountain would remain open with additional appropriate programs moved to that location.*

Concept C (Map #3):

- *Closure of Hill Park, Mountain and Sherwood in June 2015.*
- *Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *The Mountain program would be relocated to the new school.*

Concept D (Map #4):

- *Closure of Barton and Sir Allan MacNab in June 2015.*
- *Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *Mountain would remain open with additional appropriate programs moved to that location.*

Concept E (Map #5):

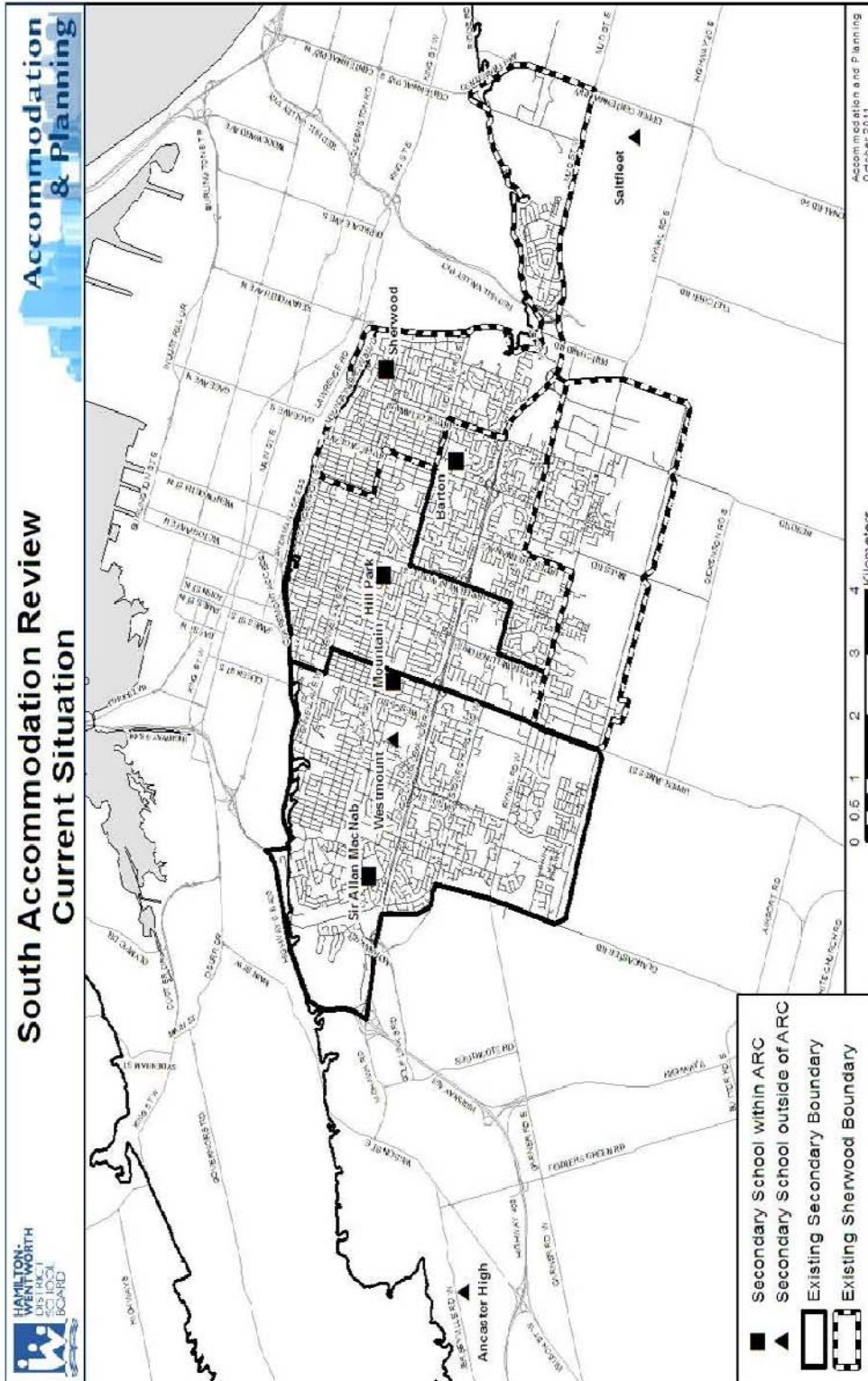
- *Closure of Mountain, Sherwood and Sir Allan MacNab in June 2015.*
- *Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *The Mountain program would be relocated to the new school.*

*Please Note: To further enhance **Options B, D and E**, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self-paced, self-directed program to Hill Park. The Hill Park site would provide a central location for the self-paced, self-directed program, while the Westmount site is ideally situated to service the students residing on the west mountain. The impact of relocating the self-paced, self-directed program to Hill Park in Options B, D and E can be found in Appendices R-3, S-3 and S-4.*

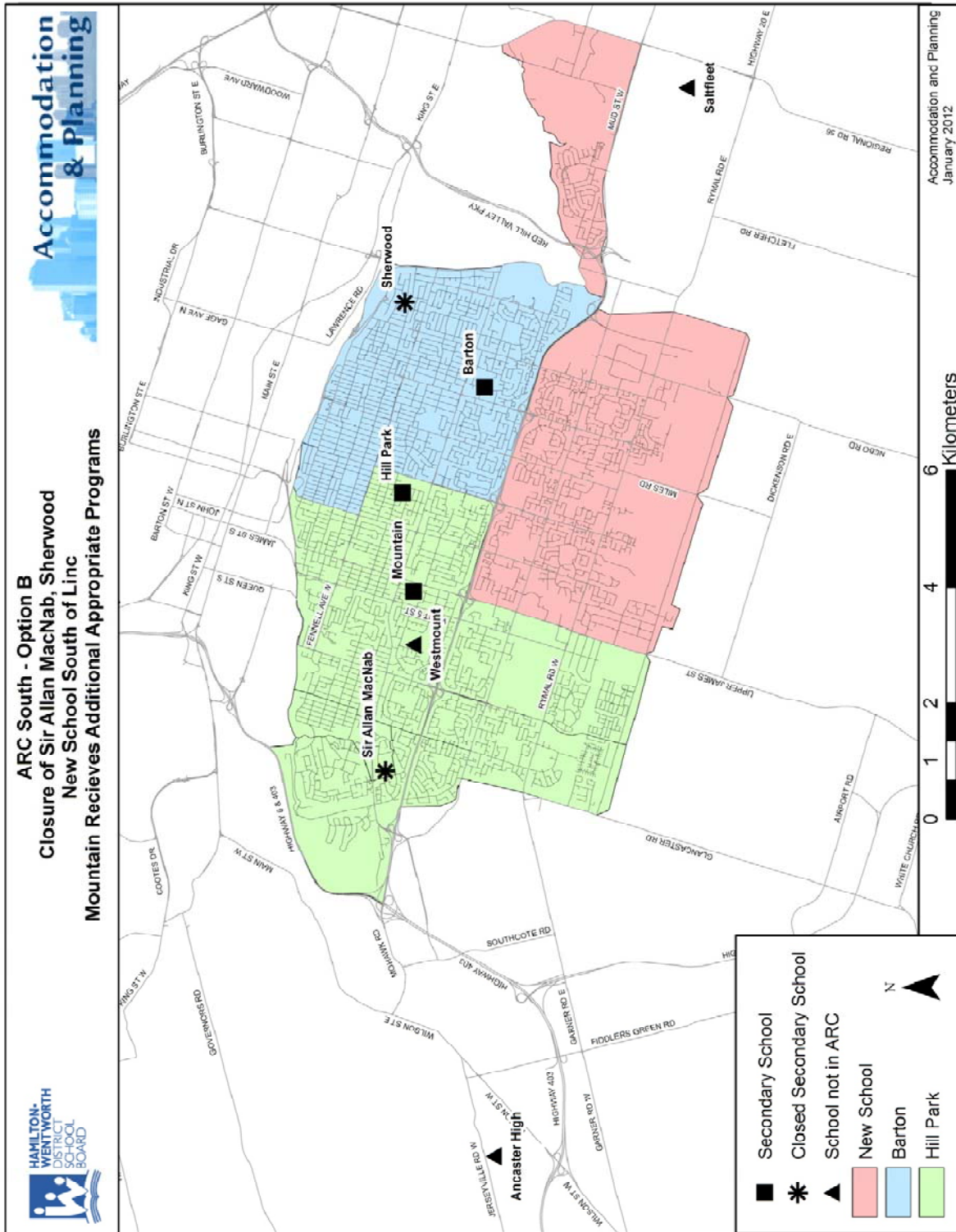
In addition to the alternative accommodation options, the South ARC is also proposing the following as part of its final recommendation.

2. *That all schools remain open until the new school is ready for occupancy in 2015.*
3. *That any new school will include space for community partnerships where interest and support is evident.*
4. *That the Facilities Management Department consult with the principal, school councils, school communities and specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.*
5. *That there be an equitable distribution of athletic programs (health and wellness), of Advance Placement (AP) programs, Programs of Choice (POC) and Specialist High Skills Major (SHSM) across the cluster.*
6. *That there be a Secondary French Immersion (FI) program centrally located within the South ARC cluster.*
7. *That there be appropriate Tier 2 and Tier 3 interventions programs within the South ARC cluster to adequately service the number of students that would require them.*

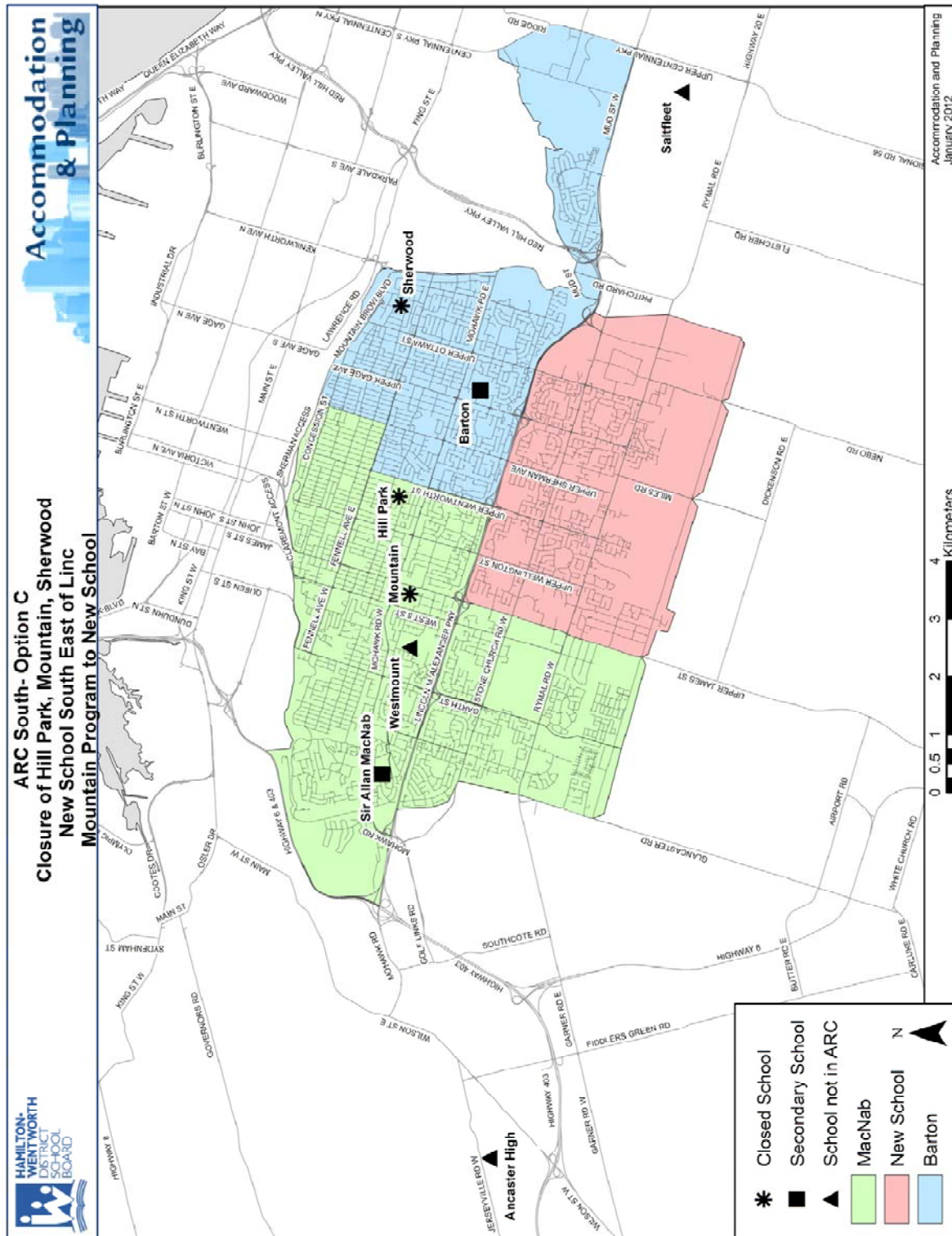
Map #1: Current Situation



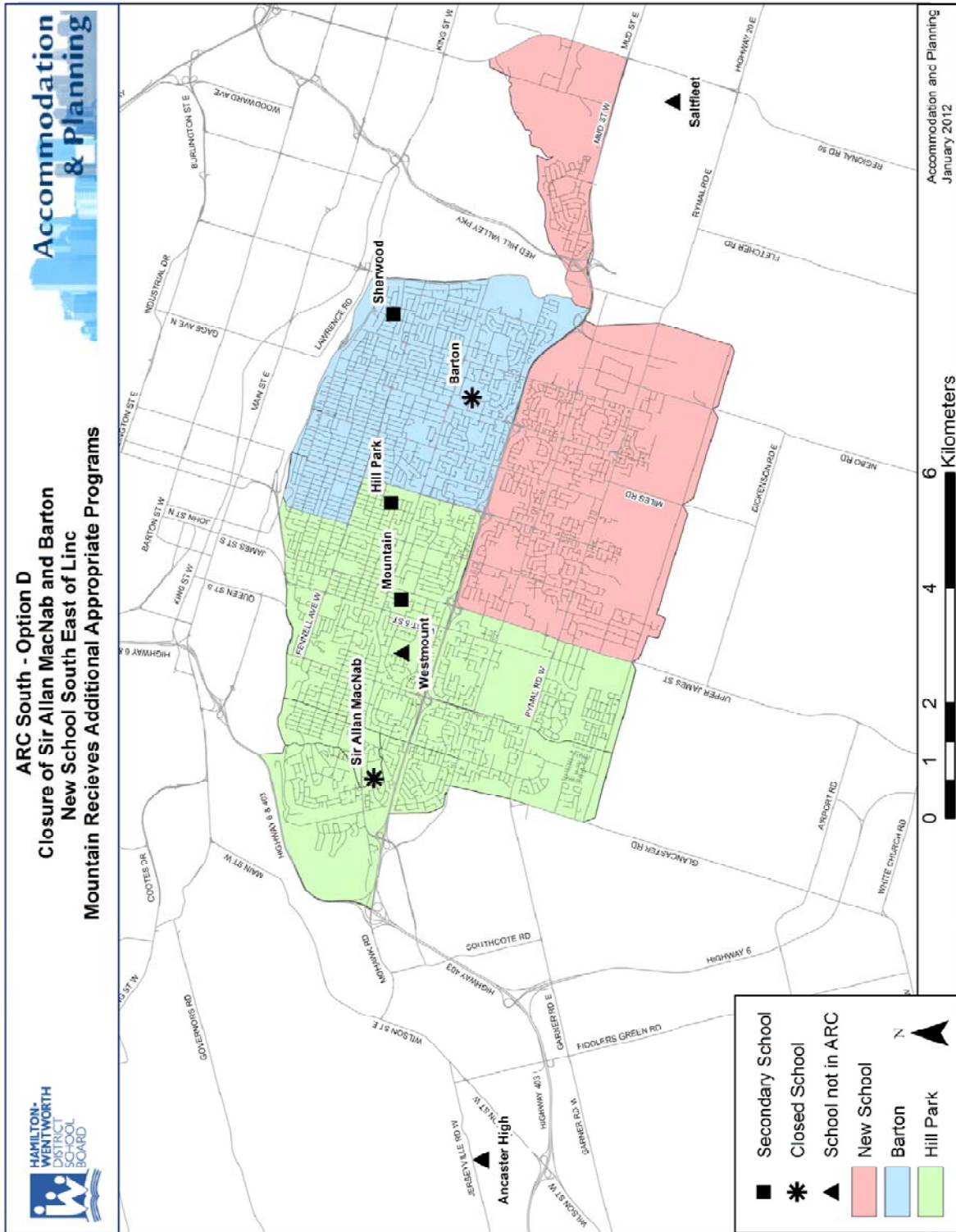
Map #2: South ARC Recommended Option - B (Proposed Boundaries)



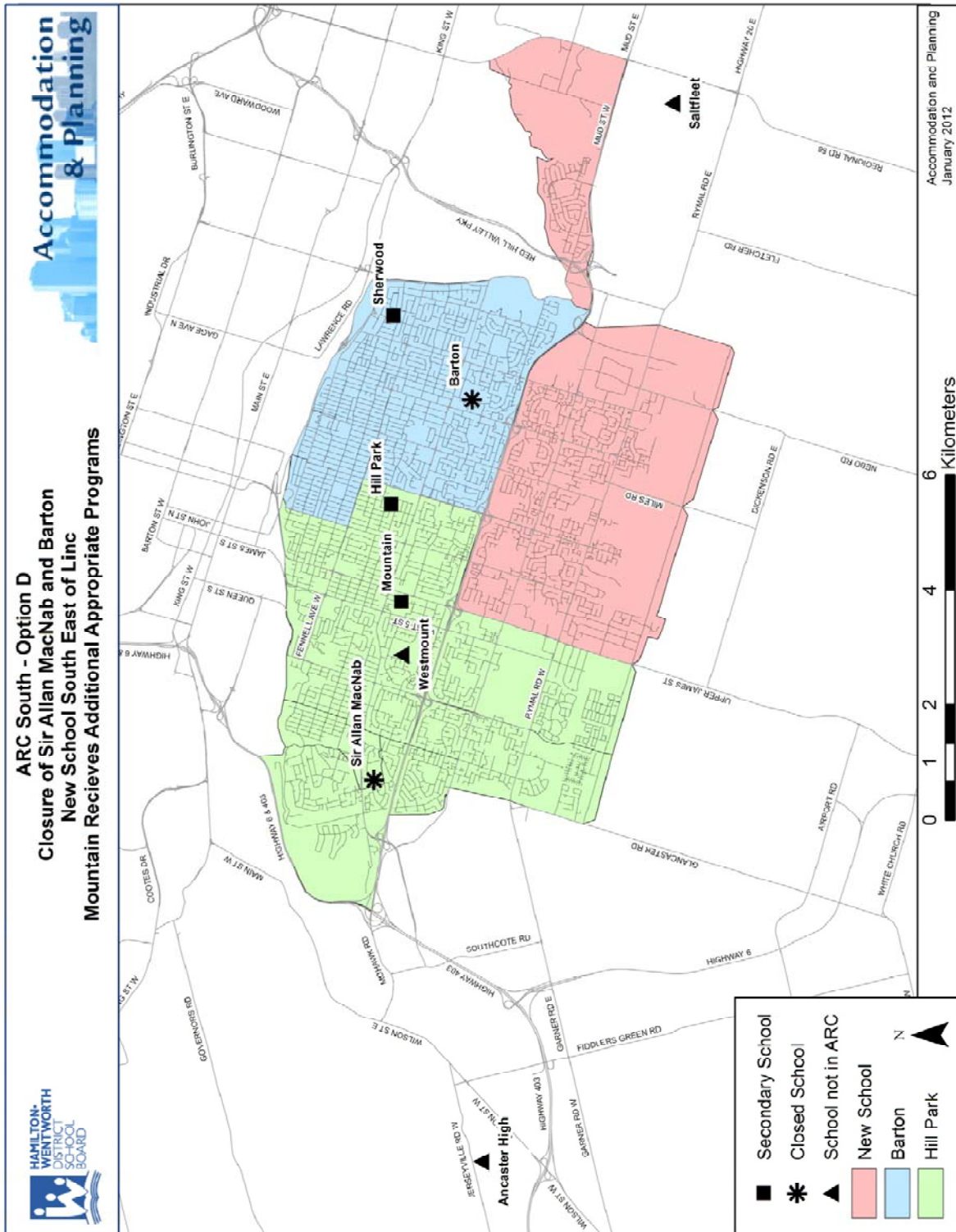
Map #3: South ARC Recommended Option - C (Proposed Boundaries)



Map #4: South ARC Recommended Option - D (Proposed Boundaries)



Map #5: South ARC Recommended Option - E (Proposed Boundaries)



In developing their final recommendations, the South 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 South 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 3,976 students attending the five schools located within this cluster for an overall utilization rate of 72%. 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 57% (Table 1). During that same time period the number of surplus pupil spaces is projected to increase from 1,556 to approximately 2,300.

The South ARC has proposed four (4) alternate accommodation recommendations, all of which include school closures in June 2015 and the construction of a new facility, with a target opening date of September 2015. The following tables describe each of the proposed options and summarize their impact on enrolment/ utilization rates at the time of implementation (2015) and over the long-term. The tables also identify how each of the options impact the overall number of surplus pupil places projected for the South cluster.

Table 1: Historical and Projected Enrolment (Current Situation)

Secondary School	2010 OTG Capacity	2010/ 2011	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	1,092	871	80%	738	68%	723	66%
Hill Park	1,194	857	71%	666	55%	573	47%
Mountain	525**	179	34%	182	35%	171	33%
Sherwood	1,308	1,202	92%	1,038	79%	986	75%
Sir Allan MacNab	1,413	867	61%	744	53%	735	52%
Total	5,532	3,976	72%	3,368	61%	3,188	57%
Number of (Surplus)/Deficit Pupil Places		(1,556)		(2,164)		(2,344)	

** For a complete analysis of the Mountain utilization rate under different class loading scenarios please see Appendix P-3.

Table 2: Projected Enrolment (South ARC Option - B)

Description: Closure of Sherwood and Sir Allan MacNab and the construction of a new school south/east of the Lincoln Alexander Parkway

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	1,092		1,291	118%	1,209	111%
Hill Park	1,194		994	82%	949	78%
Mountain	525		182	35%	171	33%
Sherwood	-		-	-	-	-
Sir Allan MacNab	-		-	-	-	-
New School	1,000 *		900	90%	858	86%
Total	3,811		3,368	88%	3,188	83%
Number of (Surplus)/Deficit Pupil Places			(444)		(624)	

*Note: Proposed capacity, may be subject to change

Table 3: Projected Enrolment (South ARC Option - C)

Description: Closure of Hill Park, Mountain and Sherwood and the construction of a new school south/east of the Lincoln Alexander Parkway. Mountain program to be accommodated in the new school.

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	1,092		1,186	109%	1,124	103%
Hill Park	-		-	-	-	-
Mountain	-		-	-	-	-
Sherwood	-		-	-	-	-
Sir Allan MacNab	1,413		1,204	85%	1,099	78%
New School	1,000 *		1,014	101%	964	96%
Total	3,505		3,368	96%	3,188	91%
Number of (Surplus)/Deficit Pupil Places			(137)		(318)	

*Note: Proposed capacity, may be subject to change

Table 4: Projected Enrolment (South ARC Option - D)

Description: Closure of Barton and Sir Allan MacNab and the construction of a new school south/east of the Lincoln Alexander Parkway.

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	-		-	-	-	-
Hill Park	1,194		991	82%	946	78%
Mountain	525		182	35%	171	33%
Sherwood	1,308		1,287	98%	1,205	92%
Sir Allan MacNab	-		-	-	-	-
New School	1,000 *		907	91%	865	87%
Total	4,027		3,368	83%	3,188	79%
Number of (Surplus)/Deficit Pupil Places			(660)		(840)	

*Note: Proposed capacity, may be subject to change

Table 5: Projected Enrolment (South ARC Option - E)

Description: Closure of Mountain, Sherwood and Sir Allan MacNab and the construction of a new school south/east of the Lincoln Alexander Parkway. Mountain program to be accommodated in the new school.

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	1,092		1,102	101%	1,044	96%
Hill Park	1,194		1,176	97%	1,107	91%
Mountain	-		-	-	-	-
Sherwood	-		-	-	-	-
Sir Allan MacNab	-		-	-	-	-
New School	1,000 *		1,089	109%	1,036	104%
Total	3,286		3,368	102%	3,188	96%
Number of (Surplus)/Deficit Pupil Places			81		(99)	

*Note: Proposed capacity, may be subject to change

Please Note: To further enhance **Options B, D and E**, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self-paced, self-directed program to Hill Park. The Hill Park site would provide a central location for the self-paced, self-directed program, while the Westmount site is ideally situated to service the students residing on the west mountain. The impact of relocating the self-paced, self-directed program to Hill Park in Options B, D and E can be found in Appendices R-3, S-3 and S-4.

(b) Facility Condition

- According to the ReCAPP® (Renewal Capital Asset Planning Process) software, the current back-log of renewal needs for the five schools is estimated to be approximately \$48,000,000. Assuming that no additional repair work is undertaken in the interim, this total is projected to increase to approximately \$80,000,000 by 2020 (Table 3).

The South ARC recommendations have the potential to eliminate between \$26,000,000 (Option – D) and \$54,000,000 (Option – C) in future renewal needs depending on the combination of schools proposed for closure (Table 6). The Facility Condition Index (FCI), which is used to rate these schools, 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 five schools contained within this accommodation review under both the current situation and each of the South ARC recommendations.

Table 6: Estimated Renewal Needs (Current Situation)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	\$8,346,829	61%
Sherwood	\$19,391,447	60%	\$32,319,706	99%
Sir Allan MacNab	\$7,137,119	21%	\$12,726,720	37%
Total	\$47,992,413		\$79,990,790	

Table 7: Estimated Renewal Needs (South ARC Option – B)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	\$8,346,829	61%
Sherwood	\$19,391,447	60%	-	-
Sir Allan MacNab	\$7,137,119	21%	-	-
Total	\$47,992,413		\$34,944,364	
Difference vs. Current Situation			(\$45,046,426)	

Table 8: Estimated Renewal Needs (South ARC Option – C)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	-	-
Mountain	\$4,475,959	36%	-	-
Sherwood	\$19,391,447	60%	-	-
Sir Allan MacNab	\$7,137,119	21%	\$12,726,720	37%
Total	\$47,992,413		\$26,393,602	
Difference vs. Current Situation			(\$53,597,188)	

Table 9: Estimated Renewal Needs (South ARC Option – D)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	-	-
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	\$8,346,829	61%
Sherwood	\$19,391,447	60%	\$32,319,706	99%
Sir Allan MacNab	\$7,137,119	21%	-	-
Total	\$47,992,413		\$53,597,188	
Difference vs. Current Situation			(\$26,393,602)	

Table 10: Estimated Renewal Needs (South ARC Option – E)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	-	-
Sherwood	\$19,391,447	60%	-	-
Sir Allan MacNab	\$7,137,119	21%	-	-
Total	\$47,992,413		\$26,597,535	
Difference vs. Current Situation			(\$53,393,255)	

(c) Program

- In an attempt to evenly distribute programming across the entire South cluster of schools, the Committee has made the following recommendations regarding program type and placement.
 - That there be an equitable distribution of athletic programs (health and wellness), of Advanced Placement (AP) programs, Programs of Choice (POC) and Specialist High Skills Major (SHSM) across the cluster.
 - That there be a Secondary French Immersion (FI) program centrally located within the South ARC cluster.
 - That there be appropriate Tier 2 and Tier 3 interventions programs within the South ARC cluster to adequately service the number of students that would require them.

The recommended location and implementation of any programs is contingent Trustee approval and student interest.

(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 74% of the total student population across the entire south cluster presently reside within walking distance to their home school, while 26% are eligible for transportation. The proposed South ARC options would result in the following:
 - **Option – B:** Approximately 67% of the total student population in the South cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 33%.
 - **Option – C:** Approximately 76% of the total student population in the South cluster residing within walking distance to their home school, thereby decreasing the total number of students eligible for transportation to 24%.
 - **Option – D:** Approximately 65% of the total student population in the South cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 35%.
 - **Option – E:** Approximately 76% of the total student population in the South cluster residing within walking distance to their home school, thereby decreasing the total number of students eligible for transportation to 24%.
 - In addition, the South ARC believes that if the Board is offering programs of choice board-wide and across the cluster then they need to provide transportation equitably to all students.
- There are a number of additional factors, such as the exact location of the new school site, which must be considered prior to determining the full impact that the South ARC recommendations will have on transportation. To review the transportation implications associated with relocating the self-paced, self-directed program to Hill Park and converting Westmount into a composite school to serve the west mountain community, see Appendices T-8, T-11 and V-3.

(e) Funding

- The following table summarizes the estimated costs and potential funding sources associated with the South ARC recommendations. Depending on the recommendation, the proceeds of disposition

from the sale of the school sites proposed for closure could potentially account for 42% (Option – C) to 63% (Option – E) of the total estimated funding required to undertake the project. 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: South ARC Recommended Funding Strategy

	Estimated Costs	Option - B	Option - C	Option - D	Option - E
1.	New Construction (1,000 Pupil Place School)	\$25,415,442	\$25,415,442	\$25,415,442	\$25,415,442
2.	Land Acquisition (15 acre site @ \$400,000/acre)	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000
3.	Program Strategy	\$950,000	\$385,000	\$1,600,000	\$700,000
4.	Other (i.e. parkland dedication, moving costs, etc.)	\$100,000	\$100,000	\$100,000	\$100,000
5.	Sub Total (Line 1 through 4)	\$32,465,442	\$31,900,442	\$33,115,442	\$32,215,442

	Potential Funding Sources	Option - B	Option - C	Option - D	Option - E
6.	Proceeds of Disposition (@ \$400,000/acre)	\$(17,344,000)	\$(13,464,000)	\$(18,104,000)	\$(20,372,000)
7.	Ministry of Education (New School)	\$(25,415,442)	\$(25,415,442)	\$(25,415,442)	\$(25,415,442)
8.	Sub Total (Line 6 +7)	\$(42,759,442)	\$(38,879,442)	\$(43,519,442)	\$(45,787,442)

	Potential Cost to the Board (Line 5 – 8)	Option - B	Option - C	Option - D	Option - E
		\$(10,294,000)	\$(6,979,000)	\$(10,404,000)	\$(13,572,000)

(f) Implementation

- All of the South ARC recommendations propose a June 2015 timeframe for school closures and a target opening date of September 2015 for the new school. 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: Barton - Hill Park – Mountain – Sherwood - Sir Allan MacNab

(h) Timeline

- The final ARC report was submitted to the Director of Education on Friday, February 3, 2012.

4.0 Additional Considerations

As part of their recommended option, the South Accommodation Review Committee members request the Board of Trustees take the following considerations into account when making its final decision.

1. Mountain Program

Throughout the entire ARC process, the one issue that resonated most with Committee members was the safe environment and programming offered at Mountain Secondary School. To that end the South ARC has recommended (in options which include the closure of Mountain Secondary School) 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 Mountain students. For a complete analysis of the Mountain utilization rate under different class loading scenarios please see AppendixP-3.

2. Self-Paced, Self-Direct Program currently located at Westmount Secondary School

While outside of the South ARC *Terms of Reference*, the Committee believed that the self-paced, self-directed programming currently offered at Westmount Secondary School played a major role in their decision making process as approximately 82% of the school population resides within the South cluster. As a result, to further enhance **Options B, D and E**, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self-paced, self-directed program to Hill Park. The Hill Park site would provide a central location for the self-paced, self-directed program, while the Westmount site is ideally situated to service the students residing on the west mountain. The impact of relocating the self-paced, self-directed program to Hill Park in Options B, D and E can be found in Appendices R-3, S-3 and S-4.

3. Location of the New School

The South ARC has recommended that the new school be constructed on an appropriate site located south/east of the Lincoln Alexander Parkway. Although the Hamilton-Wentworth District School Board does not currently own a site in this location, the South ARC believes that locating a school south/east of the Lincoln Alexander Parkway is ideal and that constructing on one of the existing Board owned sites (Appendix P-3) would not keep the school central to its proposed boundary. One of the reasons why the South ARC chose not to prioritize their options is because the HWDSB does not currently own a site south/east of the Lincoln Alexander Parkway suitable for a secondary school.

4. Updated School Information Profiles

Updated 2011/2012 enrolments for all secondary schools were provided to the Committee at Working Group Meeting #17 (Appendix V-4).

5.0 Summary

In March 2010, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Barton, Hill Park, Mountain, Sherwood and Sir Allan MacNab 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 five (5) schools identified within the Terms of Reference. Over the course of seventeen (17) 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 South ARC developed a number of possible accommodation options. Through further consultation and feedback from the community, the South ARC chose to recommend four alternate accommodation options, each of which involved the closure of some combination of schools in June 2015 and the construction of a new school with a target opening date of September 2015. The Committee originally considered several alternate options throughout the process and believes that their final recommendations best address the criteria established by the ARC in addition to the criteria identified as part of the ARC mandate through the following:

- Considering the needs of all students across the South cluster of schools through the equal distribution of program, supports and infrastructure;
- Minimizing disruption to students and staff;
- Locating schools strategically in the South cluster to allow for equal access by all students;
- Eliminating the surplus pupil places and increasing the overall utilization rate at all of the schools;
- Incorporating input from public meetings and community presentations;
- Eliminating future renewal need schools from the Board's inventory

While the decision to close schools is never an easy process, the South ARC believes that the proposed accommodation strategies as outlined in this report provide a number of alternatives to address the long-term needs of all students residing in the South cluster.

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Appendix W – Notice of Public Meetings

Sample Newspaper Ad	W-1
Sample Flyer	W-2

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 south cluster of secondary schools which included Barton, Hill Park, Mountain, Sherwood and Sir Allan MacNab. 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 South ARC, which consisted of parents, teaching and non-teaching staff, principals, trustees and community representatives began its work on January 4, 2011. The committee met over a 12-month period and held 17 working group meetings and 4 public “town hall” style meetings. On February 3, 2012, the ARC submitted its official report to the Director of Education containing four alternate accommodation strategies, including:

Concept B:

- The closure of Sherwood and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south of the Lincoln Alexander Parkway with a target opening date of September 2015.
- Mountain would remain open with additional appropriate programs moved to that location.

Concept C:

- Closure of Hill Park, Mountain and Sherwood in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- The Mountain program would be relocated to the new school.

Concept D:

- Closure of Barton and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- Mountain would remain open with additional appropriate programs moved to that location.

Concept E:

- Closure of Mountain, Sherwood and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- The Mountain program would be relocated to the new school.

Please Note: To further enhance Concept Option B, D and E, the South ARC has requested that the Board of Trustees consider the relocation the self-paced, self-directed program from Westmount to Hill Park.

After being engaged in this accommodation review process over the past year, it is the opinion of staff that Concept Option – C, as proposed by the South ARC, would best address the Objectives and Reference Criteria as outlined in the ARC’s Terms of Reference.

The following report identifies the post-ARC timelines and provides an analysis of the South ARC recommendations 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 South 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 Friday, 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 10, 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.

South ARC Accommodation Recommendation and Additional Considerations

The following accommodation recommendations and additional considerations were proposed by the South ARC as part of their final report submitted to the Director of Education on February 3, 2012.

1. *The South ARC has proposed four (4) alternate accommodation options for Trustees to consider.*

In finalizing their options, the South ARC chose not to prioritize the following recommendations.

Concept B (Map #2):

- *The closure of Sherwood and Sir Allan MacNab in June 2015.*
- *Construction of a new secondary school, located south of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *Mountain would remain open with additional appropriate programs moved to that location.*

Concept C (Map #3):

- *Closure of Hill Park, Mountain and Sherwood in June 2015.*
- *Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *The Mountain program would be relocated to the new school.*

Concept D (Map #4):

- *Closure of Barton and Sir Allan MacNab in June 2015.*
- *Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *Mountain would remain open with additional appropriate programs moved to that location.*

Concept E (Map #5):

- *Closure of Mountain, Sherwood and Sir Allan MacNab in June 2015.*
- *Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.*
- *The Mountain program would be relocated to the new school.*

*Please Note: To further enhance **Options B, D and E**, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self-paced, self-directed program to Hill Park. The Hill Park site would provide a central location for the self-paced, self-directed program, while the Westmount site is ideally situated to service the students residing on the west mountain.*

In addition to the alternative accommodation options, the South ARC is also proposing the following as part of its final recommendation.

2. *That all school remain open until the new school is ready for occupancy in 2015.*
3. *That any new school will include space for community partnerships where interest and support is evident.*
4. *That the Facilities Management Department consult with the principal, school councils, school communities and specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.*
5. *That there be an equitable distribution of athletic programs (health and wellness), of Advance Placement (AP) programs, Programs of Choice (POC) and Specialist High Skills Major (SHSM) across the cluster.*

6. *That there be a Secondary French Immersion (FI) program centrally located within the South ARC cluster.*
7. *That there be appropriate Tier 2 and Tier 3 interventions programs within the South ARC cluster to adequately service the number of students that would require them.*

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 South ARC at Working Group Meeting #2 (January 25, 2011) and to school communities at Public Meeting #1 (February 15, 2011). The first phase of the staff recommendation proposed the closure of Mountain Secondary School and Sherwood Secondary School in June 2013 with those students being redistributed to the remaining facilities, effective September 2013. The second phase of the staff recommendation was dependant on the availability of funding and included the closure of Barton Secondary School in June 2015 and the construction of a new secondary school south of the Lincoln Alexander Parkway with a target opening date of September 2015. Under the original staff recommendation, those students attending Mountain Secondary School would be reassigned to their homes schools while boundary adjustments would be required at all of the remaining facilities to maximize utilization rates across the entire south cluster.

Analysis of Recommendations

As outlined in the *Terms of Reference* for the South 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 South ARC recommendations 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 2010/2011 school year there were 3,976 students attending the five schools located within this cluster for an overall utilization rate of 72% (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 57% (Table 1). During that same time period the number of surplus pupil spaces is projected to increase from 1,556 to approximately 2,300.

Table 1: Historical and Projected Enrolment (Current Situation)

Secondary School	2010 OTG Capacity	2010/ 2011	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	1,092	871	80%	738	68%	723	66%
Hill Park	1,194	857	71%	666	55%	573	47%
Mountain	525	179	34%	182	35%	171	33%
Sherwood	1,308	1,202	92%	1,038	79%	986	75%
Sir Allan MacNab	1,413	867	61%	744	53%	735	52%
Total	5,532	3,976	72%	3,368	61%	3,188	57%
Number of (Surplus)/Deficit Pupil Places		(1,556)		(2,164)		(2,344)	

ARC Recommendation: The South ARC has proposed the four (4) alternate accommodation options which they have chosen to not prioritize (see Map 2 – Map 5).

Concept B:

- The closure of Sherwood and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south of the Lincoln Alexander Parkway with a target opening date of September 2015.
- Mountain would remain open with additional appropriate programs moved to that location.

Concept C:

- Closure of Hill Park, Mountain and Sherwood in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- The Mountain program would be relocated to the new school.

Concept D:

- Closure of Barton and Sir Allan MacNab in June 2015.

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- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- Mountain would remain open with additional appropriate programs moved to that location.

Concept E:

- Closure of Mountain, Sherwood and Sir Allan MacNab in June 2015.
- Construction of a new secondary school, located south/east of the Lincoln Alexander Parkway with a target opening date of September 2015.
- The Mountain program would be relocated to the new school.

*Note: To further enhance **Options B, D and E**, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self-paced, self-directed program to Hill Park.*

Table 2: Projected Enrolment (South ARC Option - B)

Description: Closure of Sherwood and Sir Allan MacNab and the construction of a new school south of the Lincoln Alexander Parkway

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	1,092		1,291	118%	1,209	111%
Hill Park	1,194		994	82%	949	78%
Mountain	525		182	35%	171	33%
Sherwood	-		-	-	-	-
Sir Allan MacNab	-		-	-	-	-
New School	1,000 *		900	90%	858	86%
Total	3,811		3,368	88%	3,188	83%
Number of (Surplus)/Deficit Pupil Places			(444)		(624)	

*Note: Proposed capacity, may be subject to change

Table 3: Projected Enrolment (South ARC Option - C)

Description: Closure of Hill Park, Mountain and Sherwood and the construction of a new school south/east of the Lincoln Alexander Parkway. Mountain program to be accommodated in the new school.

Secondary School	2015 OTG Capacity		2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	1,092		1,186	109%	1,124	103%
Hill Park	-		-	-	-	-
Mountain	-		-	-	-	-
Sherwood	-		-	-	-	-
Sir Allan MacNab	1,413		1,204	85%	1,099	78%
New School	1,000 *		1,014	101%	964	96%
Total	3,505		3,368	96%	3,188	91%
Number of (Surplus)/Deficit Pupil Places			(137)		(318)	

*Note: Proposed capacity, may be subject to change

Table 4: Projected Enrolment (South ARC Option - D)

Description: Closure of Barton and Sir Allan MacNab and the construction of a new school south/east of the Lincoln Alexander Parkway.

Secondary School	2015 OTG Capacity		2015/2016	% Utiliz.	2020/2021	% Utiliz.
Barton	-		-	-	-	-
Hill Park	1,194		991	82%	946	78%
Mountain	525		182	35%	171	33%
Sherwood	1,308		1,287	98%	1,205	92%
Sir Allan MacNab	-		-	-	-	-
New School	1,000 *		907	91%	865	87%
Total	4,027		3,368	83%	3,188	79%
Number of (Surplus)/Deficit Pupil Places			(660)		(840)	

*Note: Proposed capacity, may be subject to change

Table 5: Projected Enrolment (South ARC Option - E)

Description: Closure of Mountain, Sherwood and Sir Allan MacNab and the construction of a new school south/east of the Lincoln Alexander Parkway. Mountain program to be accommodated in the new school.

Secondary School	2015 OTG Capacity		2015/2016	% Utiliz.	2020/2021	% Utiliz.
Barton	1,092		1,102	101%	1,044	96%
Hill Park	1,194		1,176	97%	1,107	91%
Mountain	-		-	-	-	-
Sherwood	-		-	-	-	-
Sir Allan MacNab	-		-	-	-	-
New School	1,000 *		1,089	109%	1,036	104%
Total	3,286		3,368	102%	3,188	96%
Number of (Surplus)/Deficit Pupil Places			81		(99)	

*Note: Proposed capacity, may be subject to change

In addition the South ARC has recommended that any new school will include space for community partnerships where interest and support is evident.

Original Staff Recommendation: The original option proposed by Board staff includes the closure of Mountain and Sherwood in June 2013 followed by the closure of Barton in June 2015 and the construction of a new school with a target opening date of September 2015. The following table outlines the projected enrolments/utilization rates under the original staff recommendation.

Table 6: Projected Enrolments (Original Staff Recommendation)

Secondary School	2015 OTG Capacity	2013/ 2014	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Barton	-	952	87%	-	-	-	-
Hill Park	1,215	1,303	107%	1,094	90%	1,000	82%
Mountain	-	-	-	-	-	-	-
Sherwood	-	-	-	-	-	-	-
Sir Allan MacNab	1,413	1,277	90%	1,066	75%	1,021	72%
New School	1,250 *	-	-	1,208	97%	1,166	93%
Total	3,878	3,532	95%	3,368	90%	3,188	85%
Number of (Surplus)/Deficit Pupil Places				(510)		(691)	

*Note: Proposed capacity, may be subject to change

South ARC Concept Option – B proposes the closure of Sherwood and Sir Allan MacNab and the construction of new school south of the Lincoln Alexander Parkway. The combined utilization rate for the cluster is projected to increase from 61% (status quo) to 88% upon implementation resulting in the elimination of approximately 1,700 surplus pupil places by 2015. Enrolment is projected to continue to decline over the long-term with the cluster operating at 83% utilization by 2020 and the number of surplus pupil spaces increasing to approximately 600 over that same time period (Table 2). With the closure of Sir Allan MacNab the entire western portion of the south cluster would be served by Hill Park. Under this scenario Mountain Secondary School would remain open with additional appropriate programs moved to that location in an attempt to increase the overall utilization of the facility.

South ARC Concept Option – C proposes the closure of Hill Park, Mountain and Sherwood and the construction of new school south/east of the Lincoln Alexander Parkway. Under this scenario the overall utilization rate for the cluster will increase from 61% (status quo) to 96% upon implementation resulting in the elimination of approximately 2,000 surplus pupil places by 2015. Enrolment is projected to continue to decline over the long-term with the cluster operating at 91% utilization by 2020 and the number of surplus pupil spaces increasing to approximately 300 over that same time period (Table 3). This option recommends that the Mountain program would be accommodated in the new school.

South ARC Concept Option – D proposes the closure of Barton and Sir Allan MacNab and the construction of new school south/east of the Lincoln Alexander Parkway. Under this scenario the overall utilization rate for the cluster will increase from 61% (status quo) to 83% upon implementation resulting in the elimination of approximately 1,600 surplus pupil places by 2015. Enrolment is projected to continue to decline over the long-term with the cluster operating at 79% utilization by 2020 and the number of surplus pupil spaces increasing to approximately 840 over that same time period (Table 4).

With the closure of Sir Allan MacNab the entire western portion of the south cluster would be served by Hill Park. Under this scenario Mountain Secondary School would remain open with additional appropriate programs moved to that location in an attempt to increase the overall utilization of the facility.

South ARC Concept Option – E proposes the closure of Mountain, Sherwood and Sir Allan MacNab and the construction of new school south/east of the Lincoln Alexander Parkway. Under this scenario the overall utilization rate for the cluster will increase from 61% (status quo) to 102% upon implementation resulting in the elimination all of surplus pupil places by 2015. Enrolment is projected to continue to decline over the long-term with the cluster operating at 96% utilization by 2020 and the number of surplus pupil spaces increasing to approximately 99 over that same time period (Table 5). With the closure of Sir Allan MacNab the entire western portion of the south cluster would be served by Hill Park. This option recommends that the Mountain program would be accommodated in the new school.

The first phase of the original staff recommendation proposed the closure of Mountain and Sherwood in June 2013. Students enrolled in the Mountain program would be reassigned to their home school while the boundaries for the remaining schools would be realigned to maximize the utilization of each facility. The second phase of the original staff recommendation (contingent on Ministry of Education funding) proposed the closure of Barton in June 2015 and the construction of a new facility with a target opening date in September 2015. Under this scenario the overall utilization rate for the cluster will increase from 61% (status quo) to 90% by 2015 resulting in the elimination of approximately 1,700. By 2020 the utilization rate for the cluster is projected to be 85% as enrolments continue to decline in the south cluster of schools. This would result in approximately 700 surplus pupil places over the long-term (Table 6).

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.

Facility Condition:

Develop recommendations for capital improvements (i.e., repairs, renovations or major capital projects such as new construction) in 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 five schools is estimated to be approximately \$48,000,000. Assuming that no additional repair work is undertaken in the interim, this total is projected to increase to approximately \$80,000,000 by 2020 (Table 7).

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 7: Estimated Renewal Needs (Current Situation)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	\$8,346,829	61%
Sherwood	\$19,391,447	60%	\$32,319,706	99%
Sir Allan MacNab	\$7,137,119	21%	\$12,726,720	37%
Total	\$47,992,413		\$79,990,790	

ARC Recommendation: The following tables identify the impact on the long-term renewal needs in the cluster under each of the recommendations proposed by the South ARC.

Table 8: Estimated Renewal Needs (South ARC Option – B)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	\$8,346,829	61%
Sherwood	\$19,391,447	60%	-	-
Sir Allan MacNab	\$7,137,119	21%	-	-
Total	\$47,992,413		\$34,944,364	
Difference vs. Current Situation			(\$45,046,426)	

Table 9: Estimated Renewal Needs (South ARC Option – C)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	-	-
Mountain	\$4,475,959	36%	-	-
Sherwood	\$19,391,447	60%	-	-
Sir Allan MacNab	\$7,137,119	21%	\$12,726,720	37%
Total	\$47,992,413		\$26,393,602	
Difference vs. Current Situation			(\$53,597,188)	

Table 10: Estimated Renewal Needs (South ARC Option – D)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	-	-
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	\$8,346,829	61%
Sherwood	\$19,391,447	60%	\$32,319,706	99%
Sir Allan MacNab	\$7,137,119	21%	-	-
Total	\$47,992,413		\$53,597,188	
Difference vs. Current Situation			(\$26,393,602)	

Table 11: Estimated Renewal Needs (South ARC Option – E)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	\$13,666,882	55%
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	-	-
Sherwood	\$19,391,447	60%	-	-
Sir Allan MacNab	\$7,137,119	21%	-	-
Total	\$47,992,413		\$26,597,535	
Difference vs. Current Situation			(\$53,393,255)	

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 Barton, Mountain and Sherwood.

Table 12: Estimated Renewal Needs (Original Staff Recommendation)

Secondary School	2010	2010 FCI	2020	2020 FCI
Barton	\$8,947,901	36%	-	-
Hill Park	\$8,039,987	32%	\$12,930,653	45%
Mountain	\$4,475,959	36%	-	-
Sherwood	\$19,391,447	60%	-	-
Sir Allan MacNab	\$7,137,119	21%	\$12,726,720	37%
Total	\$55,166,666		\$25,657,373	
Difference vs. Current Situation			(\$54,333,417)	

The three South ARC scenarios which involve the closure of Sherwood (Options-B, -C and -E) have the potential to eliminate an estimated \$45,000,000 and \$54,000,000 in future renewal needs as Sherwood accounts for approximately 40% of the total renewal costs in the south cluster. The South ARC Option-D which proposes the closure of Barton and Sir Allan MacNab would only eliminate an estimated \$26,000,000 in future renewal needs. Similar to three of the South ARC options, the original staff recommendation which included the closure of Barton, Mountain and Sherwood has the potential to eliminate an estimated \$54,000,000 in future renewal needs.

Capital improvements have been proposed under both the ARC and staff recommendations in order to ensure that the remaining facilities receive the upgrades required to accommodate the Board's program strategy.

ARC Recommendation: That the Facilities Management Department consult with the principal, school councils, school communities and specialists to ensure that the existing facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.

Original Staff Recommendation: The recommendation created by staff proposes upgrading the remaining facilities in order to accommodate the Board's program strategy.

The total cost of construction associated with the upgrades proposed under the South ARC recommendations range from an estimated \$385,000 to \$1,600,000 depending on the combination of schools remaining. The capital improvement cost associated with the staff recommendation is estimated at \$1,035,000. Completion of proposed upgrades could be funded through a portion of the proceeds of disposition from the sale of school sites and/or additional funding provided by the Ministry of Education through a business case submission.

A complete summary of the proposed funding strategy for each option has been outlined in Table 9.

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

ARC Recommendation: In an attempt to evenly distribute programming across the entire South cluster of schools, the Committee has made the following recommendations regarding program type and placement.

- That there be an equitable distribution of athletic programs (health and wellness), of Advanced Placement (AP) programs, Programs of Choice (POC) and Specialist High Skills Major (SHSM) across the cluster.

- That there be a Secondary French Immersion (FI) program centrally located within the South ARC cluster.
- That there be appropriate Tier 2 and Tier 3 interventions programs within the South ARC cluster to adequately service the number of students that would require them.

The recommended location and implementation of any programs is contingent Trustee approval and student interest.

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.

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- 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.

VOCATIONAL EDUCATION

In addition to the program recommendations above, staff is recommending the closure of Mountain Secondary School and moving the program to another facility.

These recommendations are based on the following insights:

- Vocational education is offered in every secondary school in HWDSB
- School environments that serve a diverse populations of students are known to improve student achievement
- Students who need special supports and unique learning environments may still receive these supports in a composite secondary school

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.

These programs are already well represented across HWDSB in our Specialist High Skills Majors that allow students to customize their high school experience, our Ontario Youth Apprenticeship Program that open the doors to apprenticeship occupations through co-operative education, and through a variety of other system programs.

We know student achievement improves when students learn alongside peers of mixed abilities. An inclusive education is based on the principles of acceptance and inclusion of all students. Current research supports these assumptions and indicates there is a strong, positive effect for all students, both those with identified needs as well as those in the general student population (Willms, 2011). The concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged (Skrtic et al., 1996).

Transitioning will be important as students move from one school environment to another. We are developing plans with specific supports that will assist students and their families based on a student's age, grade, individual progress, readiness, interests and selected pathway. In the event of a closure, Staff would be committed to creating a committee comprised of parents/guardians, staff, students, and community members to help inform the direction around the transition of students from Mountain as well as students with similar abilities attending schools identified for closure. This committee would look at the types of programs and supports necessary to ensure the continued success of students.

It is important to note that elements of the programming at Mountain that have proven to be effective will be incorporated into the new school setting. This will ensure students are provided with the necessary tiered supports that will allow them to be successful as they access a greater range of programming in the new school. Smaller class instruction, individual instructional support and peer-to-peer programs will all continue and students would only access broader programs according to their individual readiness.

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 74% of the total student population across the entire south cluster presently reside within walking distance to their home school, while 26% are eligible for transportation. *Please note that the*

transportation analysis is based where students currently reside and not where they may be residing in the future.

ARC Recommendation: The proposed South ARC options would result in the following:

- **Option – B:** Approximately 67% of the total student population in the South cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 33%.
- **Option – C:** Approximately 76% of the total student population in the South cluster residing within walking distance to their home school, thereby decreasing the total number of students eligible for transportation to 24%.
- **Option – D:** Approximately 65% of the total student population in the South cluster residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 35%.
- **Option – E:** Approximately 76% of the total student population in the South cluster residing within walking distance to their home school, thereby decreasing the total number of students eligible for transportation to 24%.
- In addition, the South ARC believes that if the Board is offering programs of choice board-wide and across the cluster then they need to provide transportation equitably to all students.

Original Staff Recommendation: The original staff recommendation would result in approximately 69% of the students residing within walking distance to their home school, thereby increasing the total number of students eligible for transportation to 31%.

The estimated change in the number of students eligible for transportation under each scenario is a result of the proposed boundaries and location of the new school. Overall there is very little change in the number of students eligible for transportation as a result of locating a new school south of the Lincoln Alexander Parkway in a community which would otherwise require transportation to Sherwood. Having those students residing south of the Lincoln Alexander Parkway within walking distance to a new school

partially offsets the number of students north of the parkway which will now be eligible for transportation as a result of the proposed school closures.

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 South ARC and the original HWDSB staff recommendations.

Table 9: South ARC Recommended Funding Strategy

	Estimated Costs	Original Staff Recommendation	South ARC Option - B	South ARC Option - C	South ARC Option - D	South ARC Option - E
1.	New Construction (1,000 Pupil Place School)	\$31,658,981*	\$25,415,442	\$25,415,442	\$25,415,442	\$25,415,442
2.	Land Acquisition (15 acre site @ \$400,000/acre)	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000
3.	Program Strategy	\$1,035,000	\$950,000	\$385,000	\$1,600,000	\$700,000
4.	Other (i.e. parkland dedication, moving costs, etc.)	\$50,000	\$100,000	\$100,000	\$100,000	\$100,000
5.	Sub Total (Line 1 through 4)	\$38,893,981	\$32,465,442	\$31,900,442	\$33,115,442	\$32,215,442

	Potential Funding Sources	Original Staff Recommendation	Option - B	Option - C	Option - D	Option - E
6.	Proceeds of Disposition (@ \$400,000/acre)	\$(14,228,000)	\$(17,344,000)	\$(13,464,000)	\$(18,104,000)	\$(20,372,000)
7.	Ministry of Education (New School)	\$(31,658,981)	\$(25,415,442)	\$(25,415,442)	\$(25,415,442)	\$(25,415,442)
8.	Sub Total (Line 6 +7)	\$(45,886,981)	\$(42,759,442)	\$(38,879,442)	\$(43,519,442)	\$(45,787,442)

	Potential Cost to the Board (Line 5 – 8)	\$(6,993,000)	\$(10,294,000)	\$(6,979,000)	\$(10,404,000)	\$(13,572,000)
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* Staff recommendation includes the construction of a 1,250 pupil place school

The capital costs associated with the original staff recommendation are greater than those of the South ARC options as a result of the proposal size of the new secondary school. Land costs of approximately \$6,000,000 have been included under each option to account for the acquisition of a 15-acre site south/east of the Lincoln Alexander Parkway should a suitable site be found. In the event that additional lands cannot be located in this general area, the Board currently owns a 26-acre parcel (Jerome site) located northwest of Stone Church Road and Upper Wellington Street.

The estimated proceeds of disposition from the sale of school sites will be a major funding source for all of the options. Under the original staff recommendation, proceeds of disposition have the potential to account for an estimated 37% of the total funding strategy while in the South ARC recommendations the revenue generated from the sale of school sites could potentially account for anywhere between 42% (Option – B) and 63% (Option – E) of the total funding strategy. The balance of funds would be requested from the Ministry of Education through the submission of a business case.

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 South ARC that a significant portion of the funding required under their recommendation can be achieved through future proceeds of disposition. Should the Board of Trustees approve the South 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.

1. **ARC Recommendation:** As part of each of their options the South ARC has proposed the construction of a new secondary school with a target opening date of September 2015 and as a result the Committee recommends that all school remain open until the new school is ready for occupancy in 2015.

Original Staff Recommendation: The first phase of the original staff recommendation proposes the closure of Mountain and Sherwood in June 2013 and the relocation of those students to existing schools effective 2015. The second phase included the closure of Barton in June 2015 and the construction of a new school, south of the Lincoln Alexander Parkway with a target opening date of September 2015.

Analysis of Additional Recommendations and Considerations:

As part of their recommended option, the South Accommodation Review Committee members request the Board of Trustees take the following considerations into account when making its final decision.

1. Mountain Program

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 Mountain students (in options which include the closure of Mountain Secondary School).

Throughout the entire ARC process, one of the issues that resonated most with Committee members was the safe environment and programming offered at Mountain Secondary School. 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 Mountain students as part of the proposed new school ensures that the needs of both the students and the program can be factored into the design of the new facility.

2. Self-Paced, Self-Direct Program currently located at Westmount Secondary School

*To further enhance **Options B, D and E**, the South ARC would like Trustees to engage the Westmount school community about the possibility of relocating the self-paced, self-directed program to Hill Park. The Hill Park site would provide a central location for the self-paced, self-directed program, while the Westmount site is ideally situated to service the students residing on the west mountain.*

Executive Council does not support the South ARC consideration to move the self-paced delivery model from Westmount Secondary School. It is the opinion of staff that any recommendation involving the relocation of the self-paced, self-directed program at Westmount Secondary School falls outside of the Terms of Reference for the South ARC. The Westmount community has not been involved in the year-long South ARC process and as a result, any recommendation proposing the relocation of 1,437 Westmount students (as of October 31, 2011) could be grounds for an Administrative Review of the South ARC process by the Ministry of Education.

3. Location of the New School

The South ARC has recommended that the new school be constructed on an appropriate site located south/east of the Lincoln Alexander Parkway.

The Board does not currently own an appropriate secondary school site **south/east** of the Lincoln Alexander Parkway. In the event that additional lands cannot be located in this general area, the

Board currently owns a 26-acre parcel (Jerome site) located northwest of Stone Church Road and Upper Wellington Street.

4. *Updated School Information Profiles*

Updated 2011/2012 enrolments for all secondary schools were provided to the Committee at Working Group Meeting #17.

The following enrolment data was originally presented to Trustees at the HWDSB Committee of the Whole (CotW) meeting on December 12, 2011 (Enrolment Summary – October 31, 2011) and later circulated to the South ARC. The following table summarizes the actual and projected enrolments for the South ARC schools as reported to the CotW.

Table 2: Actual and Projected Enrolments (South ARC)

School Name	Actual 2010/2011 ADE	Projected 2011/2012 ADE
Barton	863	758
Hill Park	843	764
Mountain	186	163
Sherwood	1,211	1,161
Sir Allan MacNab	858	862
TOTAL	3,961	3,708
	Actual Change	(253)
	Percentage Change	(6)%

Final HWDSB Staff Recommendation

After being engaged in this secondary accommodation review process over the past year, HWDSB staff believe that the following recommendations, as developed by the South ARC (Option-C), will address the short- and long-term accommodation requirements of the north cluster while at the same time satisfying all of the criteria as outlined in the *Terms of Reference*.

1. The closure of Mountain Secondary School in June 2015 and the relocation of the students and program to Hill Park Secondary School.
2. The closure of Sherwood Secondary School in June 2015 and the relocation of those students to Barton and Hill Park Secondary Schools subject to a boundary study to be completed prior to June 2014.
3. The closure of Hill Park Secondary School in July 2015 pending the availability of funding and approval from the Ministry of Education for the construction of a new school with a target

opening date of September 2015 (Map 6).

The primary differences between the recommendation provided by staff in February 2011 and these final staff recommendations include the closure Hill Park Secondary School as opposed to Barton Secondary School. As outlined in this report, both schools are of comparable size and will require approximately the same amount of funding to address their future renewal needs. By closing Hill Park and centrally locating a new secondary school south of the Lincoln Alexander Parkway this would allow for a more even distribution of secondary schools across the entire south cluster.

Note: Unless a more suitable site can be located south of the Lincoln Alexander Parkway, staff are proposing to construct on a portion of the Board owned (26 acre) Jerome site located northwest of Stone Church Road and Upper Wellington Street.

Summary

Upon completion of this analysis, it is the opinion of staff that the South ARC accommodation recommendation (Option-C) to close Hill Park, Mountain and Sherwood in June 2015 and the construction of a new secondary school with a target opening date of September 2015 would best serve the short- and long-term needs of the community and the Board as a whole.

The South ARC recommended Option-C would allow for an equal distribution of schools across the entire South cluster while at the same time relocating the Mountain program to a new facility which can be designed to meet the specific needs of that program. The overall utilization in the south cluster is projected to increase and stay above 90% for over the short- and long-term. Furthermore, the proceeds of disposition from the sale of the three school sites will assist the Board in self-funding a large portion (42%) of the costs associated with new school construction and program upgrades to the remaining facilities.

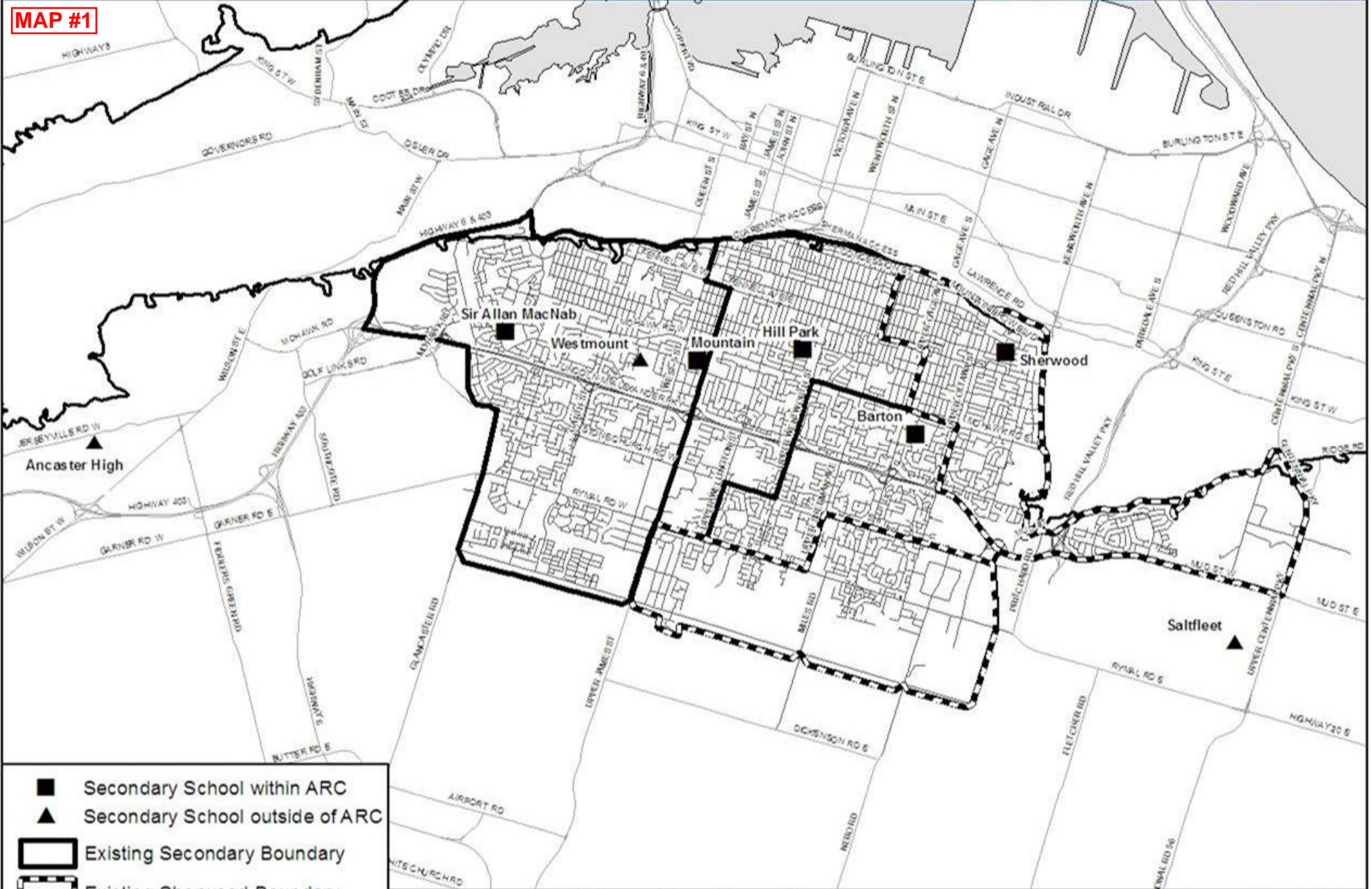
The South Secondary Accommodation Review was a lengthy process including five school communities and various stakeholders. Through discussion and input received over the course of twenty-one public meetings (including seventeen working group and four “town hall” style meetings) the South ARC recommended four alternate accommodation options all of which involved closure of 2-3 schools and the construction of a new secondary school south of the Lincoln Alexander Parkway. 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 Barton, Mountain and Sherwood and the construction of a new secondary school. Although the recommendations created by the South ARC differ from the original staff proposal, the Committee members believe that the ARC recommendations maintain a 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: South ARC Option - B (Proposed Boundaries)
- Map #3: South ARC Option - C (Proposed Boundaries)
- Map #4: South ARC Option - D (Proposed Boundaries)
- Map #5: South ARC Option - E (Proposed Boundaries)
- Map #6: Staff Recommendation (Proposed Boundaries)
- South ARC Terms of Reference
- HWDSB Pupil Accommodation Policy (No. 12)

MAP #1

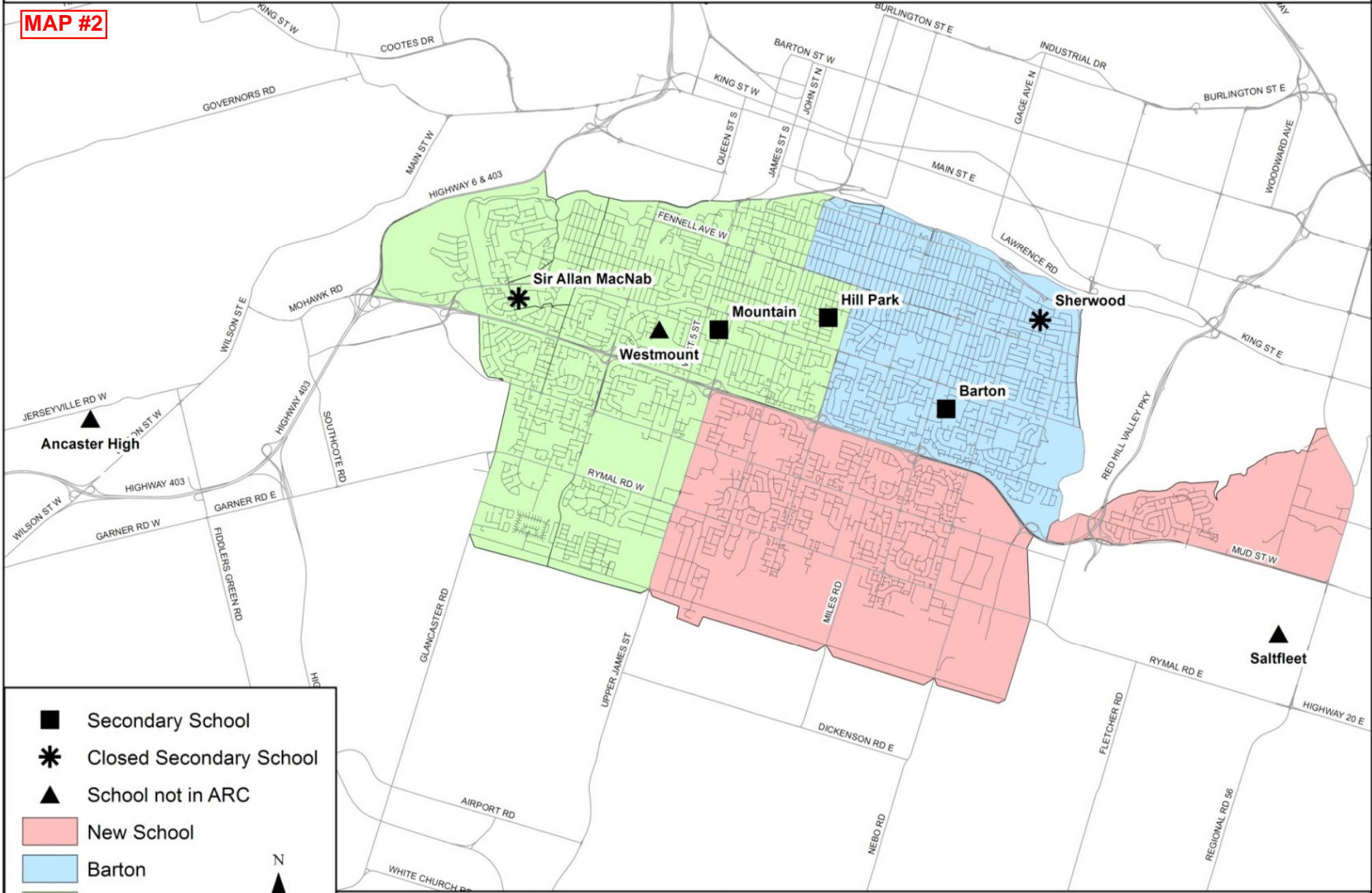


- Secondary School within ARC
- ▲ Secondary School outside of ARC
- ▭ Existing Secondary Boundary
- ▭ Existing Sherwood Boundary

0 0.5 1 2 3 4
 Kilometers

ARC South - 08-203
Closure of Sir Allan MacNab, Sherwood
New School South of Linc
Mountain Recieves Additional Appropriate Programs

MAP #2



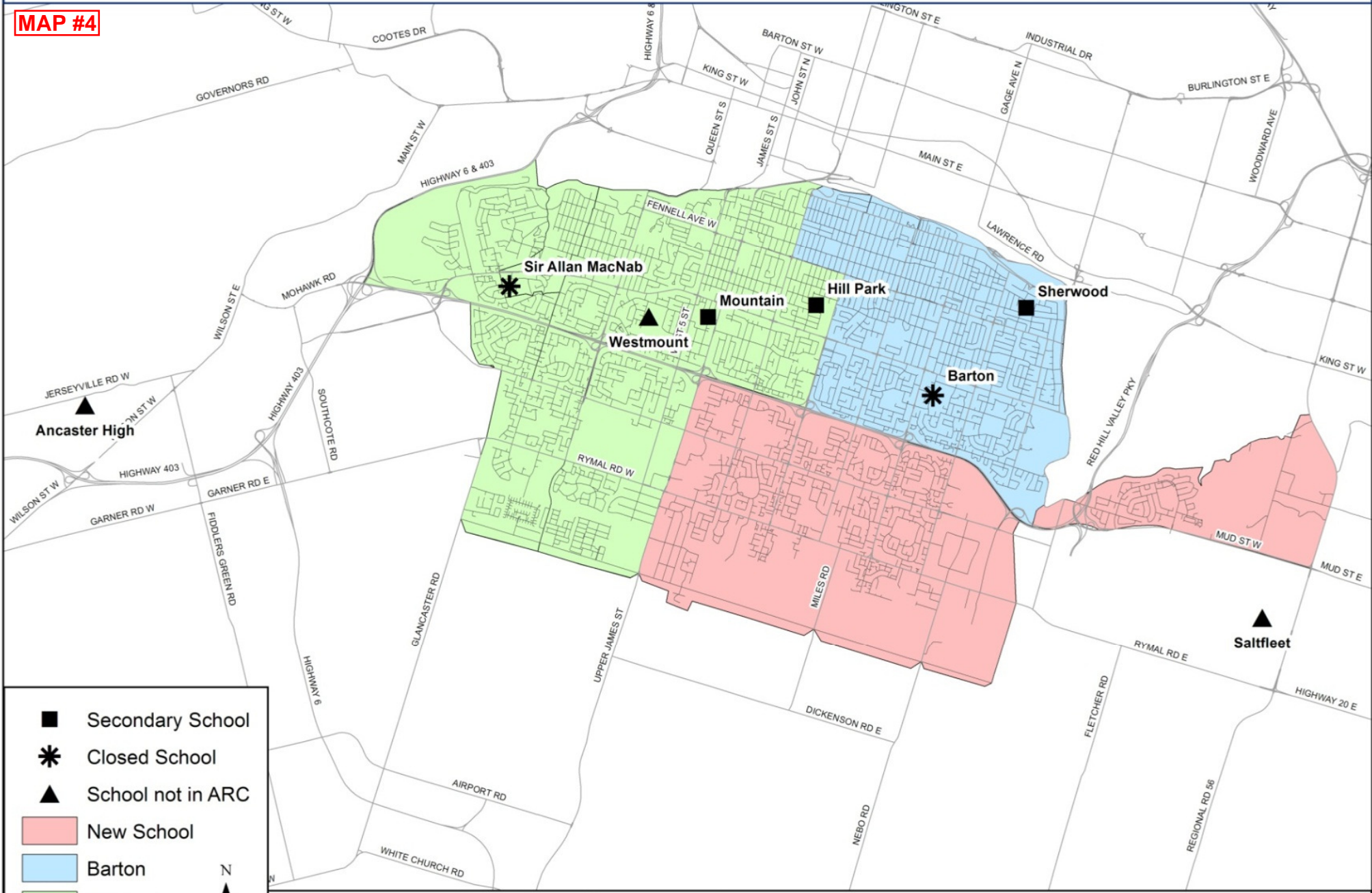
- Secondary School
- * Closed Secondary School
- ▲ School not in ARC
- New School
- Barton
- Hill Park

N

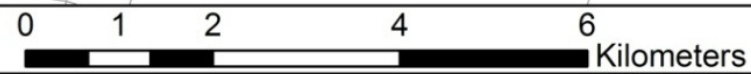


ARC South - 7B-28D
Closure of Sir Allan MacNab and Barton
New School South East of Linc
Mountain Recieves Additional Appropriate Programs

MAP #4

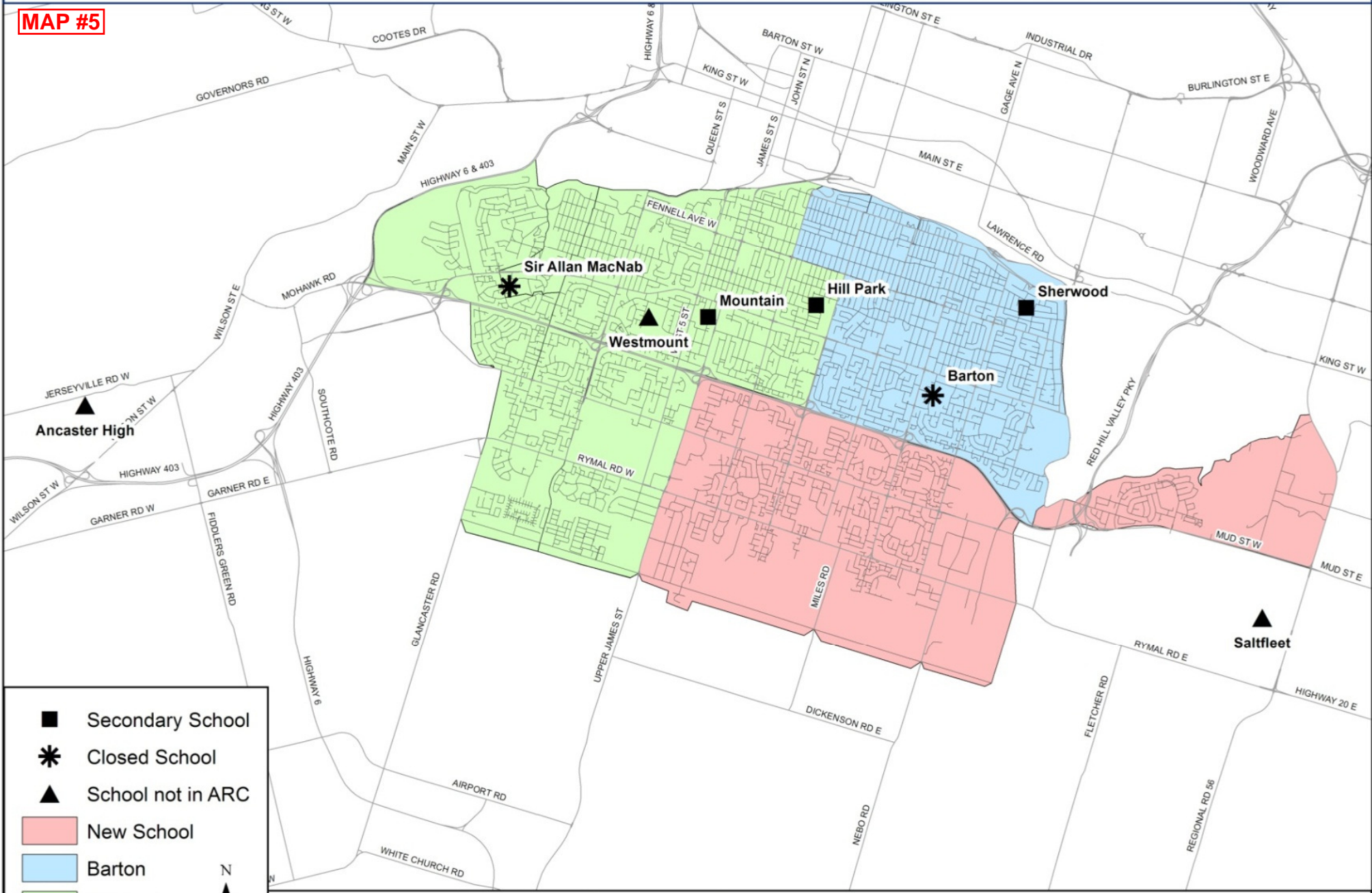


■	Secondary School
✱	Closed School
▲	School not in ARC
■ (Red)	New School
■ (Blue)	Barton
■ (Green)	Hill Park

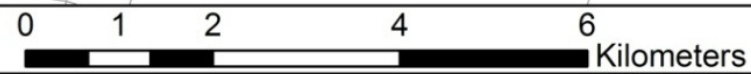


**ARC South - 2012
 Closure of Sir Allan MacNab and Barton
 New School South East of Linc
 Mountain Recieves Additional Appropriate Programs**

MAP #5

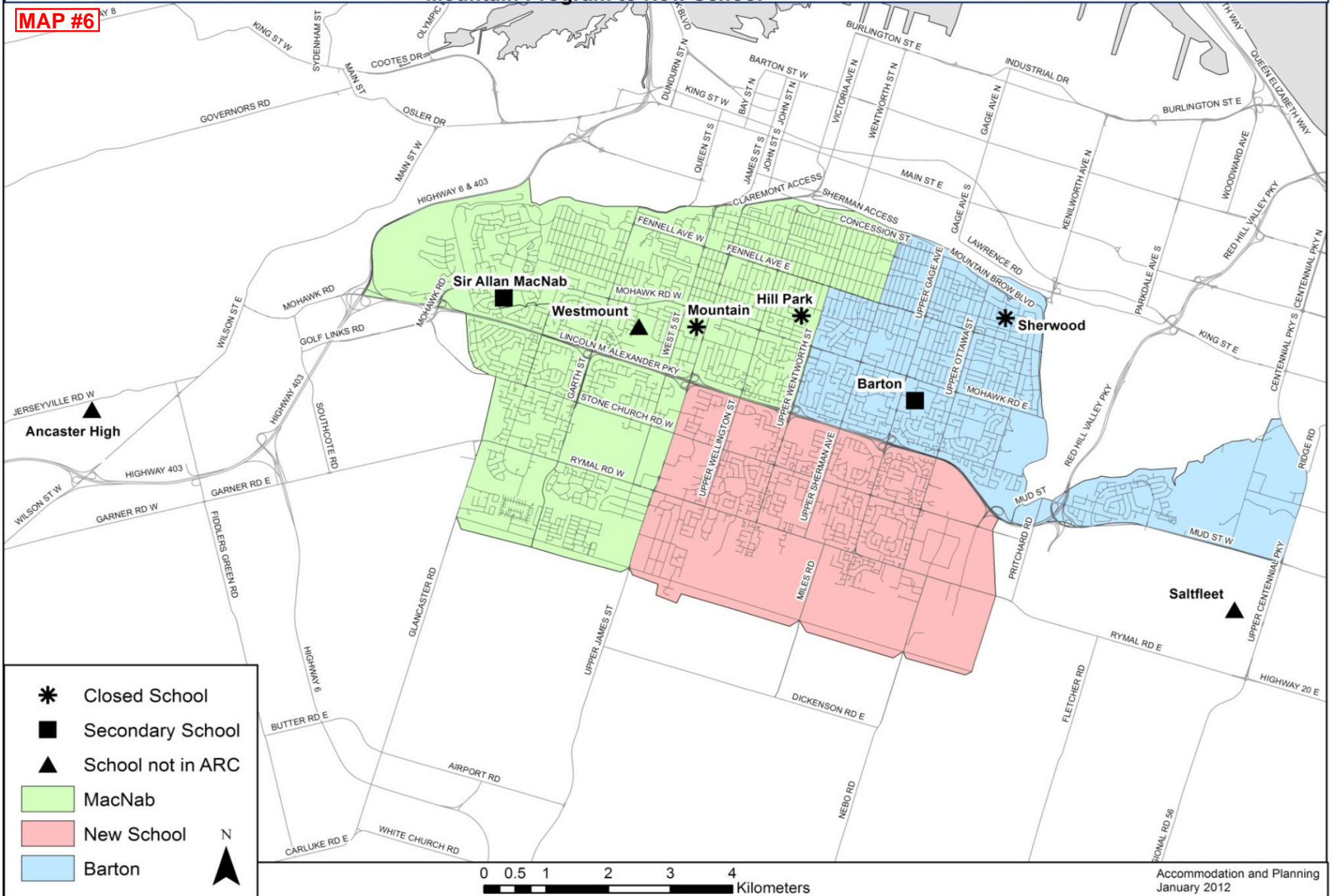


- Secondary School
- * Closed School
- ▲ School not in ARC
- New School
- Barton
- Hill Park



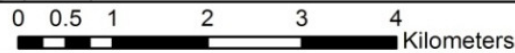
7B-30
Final Staff Recommendation
Closure of Hill Park, Mountain, Sherwood
New School South East of Linc
Mountain Program to New School

MAP #6



- * Closed School
- Secondary School
- ▲ School not in ARC
- MacNab
- New School
- Barton

N



Secondary Pupil Accommodation Review Committee - South Terms of Reference

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 ARC’s work (i.e. discussion and recommendations) applies only to the following schools: Sir Allan MacNab, Mountain, Hill Park, Barton and Sherwood.

(h) Timeline

- The ARC will complete its work and submit its report to the Director of Education by January 5, 2012.

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.

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 4, 2011
 - Tuesday, January 25, 2011
 - Tuesday, February 15, 2011 – *Public Meeting #1*
 - Tuesday, March 8, 2011
 - Tuesday, April 5, 2011
 - Tuesday, April 26, 2011 – *Public Meeting #2*
 - Tuesday, May 17, 2011
 - Tuesday, June 7, 2011
 - Tuesday, September 6, 2011
 - Tuesday, September 27, 2011 – *Public Meeting #3*
 - Tuesday, October 18, 2011
 - Tuesday, November 8, 2011
 - Tuesday, November 29, 2011 – *Public Meeting #4*
 - Tuesday, January 3, 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 Pupil Accommodation Review 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.

Secondary Pupil Accommodation Review Committee - South Terms of Reference

- 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.

Secondary Pupil Accommodation Review Committee - South Terms of Reference

- 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 (i.e., hospitals), treatment facilities (i.e., children's mental health centres) or correction/custody facilities (i.e., 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": ARC Membership

Position (per Policy)	Name
Chair	<i>To be determined by Exec Council</i>
Voting Members	
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 Allan MacNab	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Mountain	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Hill Park	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Barton	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Sherwood	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Non-Voting Members	
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 Allan MacNab	<i>School Principal as of January 1, 2011</i>
Principal from Mountain	<i>School Principal as of January 1, 2011</i>
Principal from Hill Park	<i>School Principal as of January 1, 2011</i>
Principal from Barton	<i>School Principal as of January 1, 2011</i>
Principal from Sherwood	<i>School Principal as of January 1, 2011</i>
Teacher from Sir Allan MacNab	<i>To be appointed by School Teaching peers</i>
Teacher from Mountain	<i>To be appointed by School Teaching peers</i>
Teacher from Hill Park	<i>To be appointed by School Teaching peers</i>
Teacher from Barton	<i>To be appointed by School Teaching peers</i>
Teacher from Sherwood	<i>To be appointed by School Teaching peers</i>
Non-Teaching Staff from Sir Allan MacNab	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Mountain	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Hill Park	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Barton	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Sherwood	<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 schools¹. 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;

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 below², 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.

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 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.



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 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.



West ARC

Secondary Accommodation Review

Ancaster – Highland – Parkside – Westdale

Report To: Director of Education
Hamilton-Wentworth District School Board

Report From: West Secondary Accommodation Review Committee

Submitted On: February 3, 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 West cluster of secondary schools which includes Ancaster, Highland, Parkside and Westdale. 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 West ARC, comprised of parents, students, community representatives, principals, teachers, trustees and non-teaching staff began its work on January 18, 2011.

Over the course of thirteen (13) working group meetings and four (4) public meetings the West ARC believes that the following recommendations satisfy the mandate of the Committee:

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 School in June 2015 and the construction of a replacement school on the existing 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 West 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 A-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 West 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 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: Ancaster, Highland, Parkside and Westdale.

(h) Timeline: The ARC will complete its work and submit its report to the Director of Education by Friday, February 3, 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 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).

In accordance with the above composition guidelines the table below represents the West Secondary Accommodation Review Committee membership list:

Name	Affiliation	Representing
Sharon Stephanian, Superintendent of Leadership and Learning		Chair
VOTING MEMBERS		
Em Del Sordo	Hamilton-Wentworth DSB	One Principal Representative
<i>Declined</i>	Hamilton-Wentworth DSB	One Teacher Representative
Judy Shen Allyssa Horning	Hamilton-Wentworth DSB	Two Student Leader Representatives
Deborah Knoll Christopher Austin	Hamilton-Wentworth DSB	Two Public School Community Leader Representatives
Heather MacDonald Rosemary Bellefeuille	Ancaster	Two Parent Representatives
Boris Williams Lori King	Highland	Two Parent Representatives
Phyllis Chasty Deborah Beedie	Parkside	Two Parent Representatives
Bea Howell Sharon Ricci	Westdale	Two Parent Representatives
NON-VOTING MEMBERS		
John Laverty Krys Croxall	Hamilton-Wentworth DSB	Area Superintendents of Education
Judith Bishop (Ward 1 & 2) Alex Johnstone (Ward 11 & 12) Jessica Brennan (Ward 13)	Hamilton-Wentworth DSB	Area Trustees
Brian McHattie (Ward 1) Lloyd Ferguson (Ward 12) Russ Powers (Ward 13)	City of Hamilton	Area Ward Councillors
Judy Langsner	Ancaster	Principal
Rick Hart	Highland	Principal
Paul Barwinski	Parkside	Principal
Virginia McCulloch	Westdale	Principal
Laurie Swackhammer	Ancaster	Teacher
Brian Lenart	Highland	Teacher
Dan Thomson	Parkside	Teacher

Maria Rikic-McCarthy	Westdale	Teacher
Michelle DesRochers	Ancaster	Non-Teaching Staff Representative
Anne Waldie	Highland	Non-Teaching Staff Representative
Gudrun Anderson	Parkside	Non-Teaching Staff Representative
<i>Declined</i>	Westdale	Non-Teaching Staff Representative

2.3 Meetings of the Accommodation Review Committee

In preparation for the four (4) public meetings, the West ARC was also involved in thirteen (13) 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 West ARC held four public meetings in order to receive input from the community as follows:

a) Public Meeting #1 (March 1, 2011, Westdale Secondary School) – Appendix D

Members of the Public that Signed In: 51

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 HWDSB 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 presented. In preparation for Public Meeting #1, the ARC held the following working group meetings:

- Working Group Meeting #1 (January 18, 2011), Members of the Public that Signed In: 2 – Appendix B
- Working Group Meeting #2 (February 8, 2011), Members of the Public that Signed In: 5 - Appendix C

b) Public Meeting #2 (May 31, 2011, Ancaster High School) – Appendix H

Members of the Public that Signed In: 33

At the second public meeting, delegations from the public were welcomed by the ARC member. Delegations were made at the meeting in the form of 10 minute presentations and followed by a 5 minute question period for each speaker. Secondly, resource staff provided an overview of the accommodation review process. ARC members reviewed the work that they had completed to date and presented three (3) "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 also considered.

- Working Group Meeting #3 (March 29, 2011), Members of the Public that Signed In: 7 – Appendix E
- Working Group Meeting #4 (April 14, 2011), Members of the Public that Signed In: 1 – Appendix F
- Working Group Meeting #5 (May 10, 2011), Members of the Public that Signed In: 2 – Appendix G

c) **Public Meeting #3 (November 1, 2011, Parkside Secondary School) – Appendix L**

Members of the Public that Signed In: 167

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 options 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 also considered.

- Working Group Meeting #6 (June 16, 2011), Members of the Public that Signed In: 5 – Appendix I
- Working Group Meeting #7 (September 20, 2011), Members of the Public that Signed In: 5 – Appendix J
- Working Group Meeting #8 (October 11, 2011), Members of the Public that Signed In: 12 – Appendix K

d) **Public Meeting #4 (January 17, 2012, Highland Secondary School) – Appendix Q**

Members of the Public that Signed In: 138

At the fourth public meeting, resource staff provided an overview of the accommodation review process while a member of the ARC presented the Committees final recommendations. The presentation contained all of the elements that will be contained in the final ARC report (to be presented to the Director of Education on February 3, 2012). After the presentations, an ARC member facilitated a question/answer session with members of the public to seek input on the ARC's final recommendations. In preparation for Public Meeting #4, the ARC held the following working group meetings at which input from Public Meeting #3 was also considered.

- Working Group Meeting #9 (November 22, 2011), Members of the Public that Signed In: 4 – Appendix M
- Working Group Meeting #10 (December 8, 2011), Members of the Public that Signed In: 4 – Appendix N
- Working Group Meeting #11 (December 13, 2011), Members of the Public that Signed In: 3 – Appendix O
- Working Group Meeting #12 (January 12, 2012), Members of the Public that Signed In: 8 – Appendix P

One final Working Group Meeting (#13) was held on January 25, 2012 to review community input from Public Meeting #4 prior to finalizing the ARC recommendations and report (Members of the Public that Signed In: 5).

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 Parkside Secondary School in June 2013 with those students being redistributed to the remaining facilities, effective September 2013 (Appendices C-11, J-5 and J-6).

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-15). 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 (Appendices S-1 and S-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. All input received from the community either through email or during the public meetings was provided to the Committee for their consideration.

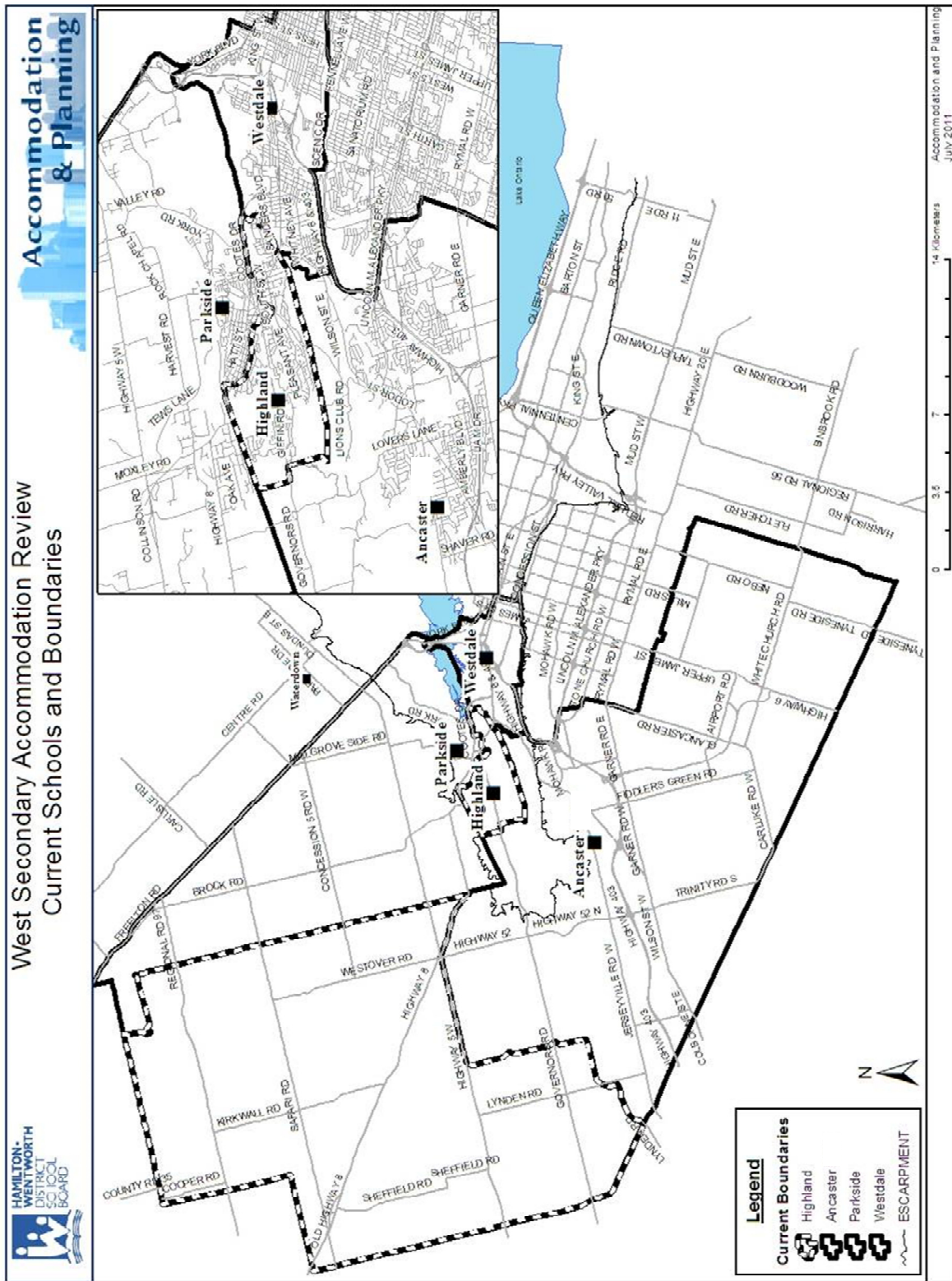
3.0 West ARC Recommendations

The West Accommodation Review Committee is proposing the following recommendations for the Trustees of the Hamilton-Wentworth District School Board to consider:

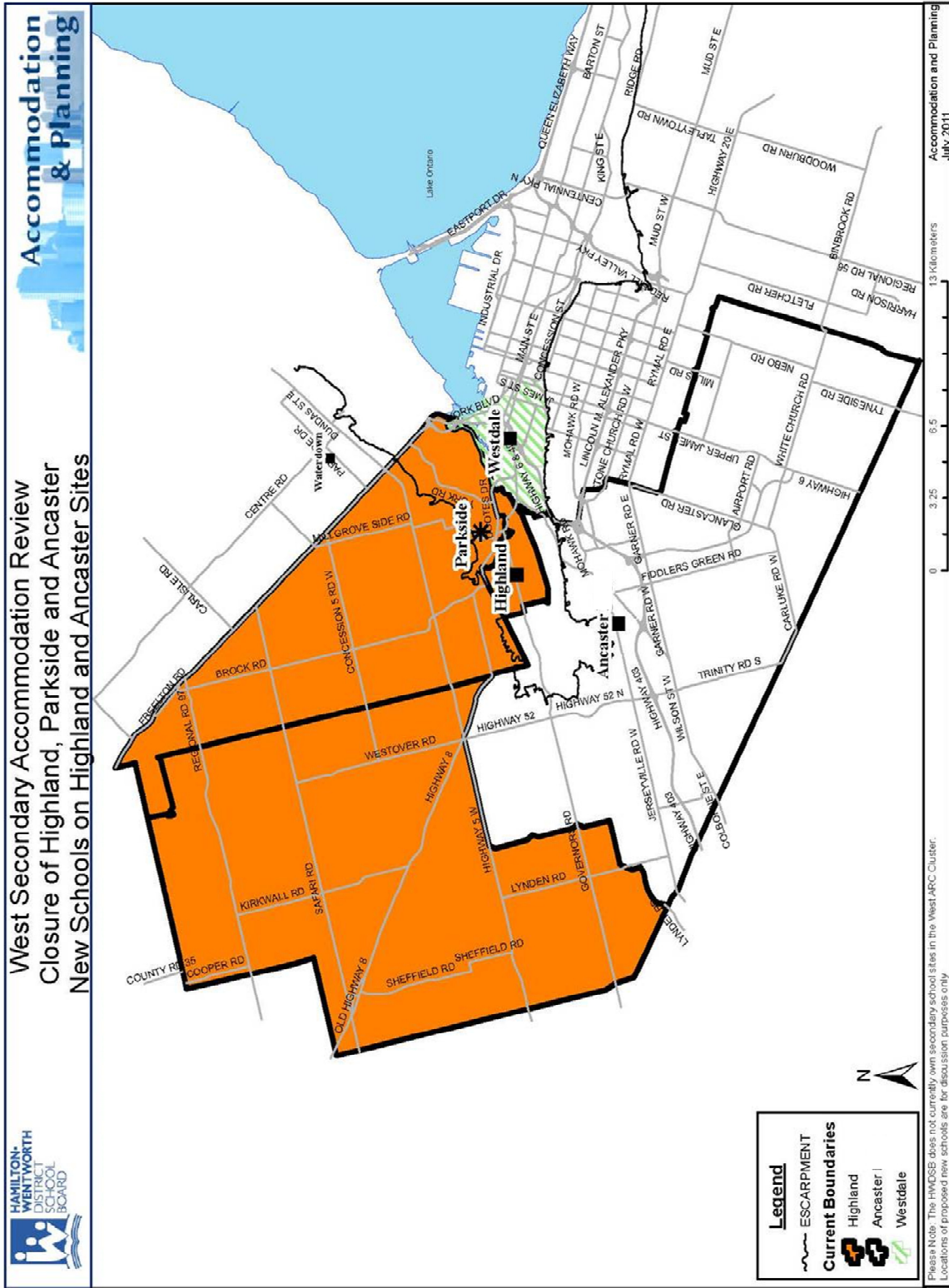
1. *The closure of Highland and Parkside in June 2015 and the construction of a new school on the Highland site with a target opening date of September 2015.*
2. *The closure of Ancaster in June 2015 and the construction of a replacement school on the existing site with a target opening date of September 2015.*
3. *That the new schools will have no less than 1,000 pupil places.*
4. *That 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.*

Please refer to Section 4.0 for Additional Considerations proposed by the West ARC

Map #1: Current Situation



Map #2: West ARC Recommended Option (Proposed Boundaries)



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 challenges faced by the West ARC was to develop an accommodation strategy which would address the number of surplus pupil places in the cluster over the long-term in spite of an ongoing decline in secondary enrolment. For the purposes of this analysis, the historical and projected enrolments have been summarized as an Average Daily Enrolment (ADE). ADE is calculated by averaging out the enrolment from two specific count dates during the school year (October 31st and March 31st). Traditionally enrolment at the secondary panel decreases slightly during the second term as student's graduate and calculating enrolment in ADE helps captures that decline.

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%. 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 1,416.

The West ARC has recommended the closure of Ancaster, Highland and Parkside in June 2015 and the construction of two (2) new facilities, both of which are targeted to open in September 2015. Under this option, the overall utilization of the cluster will improve to 100% by 2015/16 (the year of implementation) and 90% by 2020/21 (Table 2). Under this scenario, there will be no surplus pupil places in 2015 before gradually increasing to approximately 385 by 2020/21. Under this option the boundaries for Highland and Parkside would be consolidated while there would be no change proposed for the boundary of the new Ancaster replacement school. The following tables summarize the historical and projected by-school enrolments/utilization rates for the current situation and the West ARC recommendation.

Table 1: Historical and Projected Average Daily Enrolment (Current Situation)

Secondary School	2010 OTG Capacity	2010/ 2011	% Utiliz.	2011/ 2012	% Utiliz.	2015/ 2016	% Utiliz.	2020/ 2021	% Utiliz.
Ancaster	1,356	962	71%	993	73%	979	72%	882	65%
Highland	924	756	82%	773	84%	612	66%	490	53%
Parkside	777	595	77%	522	67%	490	63%	420	54%
Westdale	1,521	1,594	105%	1,636	108%	1,456	96%	1,370	90%
Total	4,578	3,907	85%	3,924	86%	3,537	77%	3,162	69%
Surplus Pupil Places		(671)		(654)		(1,041)		(1,416)	

Please Note: 2011/12 is a projected ADE total (based on Enrolment Summary Report - Oct 21, 2011, Committee of the Whole Report, December 12, 2011)

Table 2: Projected Average Daily Enrolment (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%
Surplus Pupil Places			15		(385)	

*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 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 3).

With the closure of Ancaster, Highland and Parkside, the ARC's recommended proposal would remove three schools from the Board's inventory; thereby eliminating approximately \$44,000,000 in future renewal needs (Table 4). The Facility Condition Index (FCI), which is used to rate these schools, 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 four schools contained within this accommodation review under both the current situation and West ARC recommendation.

Table 3: 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	

Table 4: 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)	

The West ARC has identified a number of capital improvements as part of their final recommendation (see minutes from Working Group Meeting #12, Appendix P-2, Page 7). These capital improvements include upgrading the remaining facilities to meet, at a minimum, the required standards as defined by the Ministry of Education. To that end, the ARC has requested 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.

(c) Program

- In an attempt to evenly distribute programming across the entire West 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 Ancaster Program Strategy

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 6: New Highland/Parkside Program Strategy

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 7: Westdale Program Strategy

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.

(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 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. 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.

Note: Please review additional considerations regarding transportation in Section 4.0

(e) Funding

- The following table summarizes the estimated costs and potential funding sources associated with 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 (Table 8). Should no additional funding become available through the Ministry of Education, the West ARC requests the following:

- *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.*

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 as the Board of Trustees make their final decision where possible. Theatre Ancaster has recently submitted correspondence to the West ARC indicating its willingness to discuss a potential partnership as it relates to the recommendation including Ancaster High School (Appendices P-6 and P-7).

Table 8: West ARC Recommended Funding Strategy

	Estimated Costs	
1.	New Construction (2 x 1,000 Pupil Place School)	\$ 50,830,884
2.	Demolition Costs	\$ 4,000,000
3.	Other (i.e. parkland dedication, moving costs, etc.)	\$ 200,000
4.	Sub Total (Line 1 to 3)	\$ 55,030,884
	Potential Funding Sources	
5.	Proceeds of Disposition (@ \$400,000/acre)	\$ (1,636,000)
6.	Ministry of Education (New School)	\$ (50,830,884)
7.	Sub Total (Line 5 + 6)	\$ (52,466,884)
	Potential Cost to the Board (Line 4 – 7)	\$ 2,564,000

(f) Implementation

- The West ARC has proposed the closure of Ancaster, Highland and Parkside in June 2015 and the construction of two new secondary schools 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 schools is complete.

(g) Scope

- The schools identified in the Terms of Reference include: Ancaster – Highland – Parkside - Westdale

(h) Timeline

- The final ARC report was submitted to the Director of Education on Friday, February 3, 2012.

4.0 Additional Considerations

As part of their recommended option, the West Accommodation Review Committee members request the Board of Trustees take the following considerations into account when making its final decision.

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.*
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.*
3. *The ARC acknowledges that there are traffic concerns on Governors Road. Although it was not within the scope of the ARC, it is 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.*
4. *To immediately explore merging school communities to address student needs in Dundas.*
5. *Having the FM team consult with the principals, staff and students to support the designing of the new school and determining the needs of the school.*
6. *That regardless of the outcome consideration is given to repurpose the space in order to retain the Ancaster theatre and pool.”*
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.*

5.0 Summary

In March 2010, Trustees of the Hamilton-Wentworth District School Board initiated an Accommodation Review process which included Ancaster, Highland, Parkside and Westdale 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 four (4) schools identified within the Terms of Reference. Over the course of thirteen (13) 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 West ARC developed a number of possible accommodation options. Through further consultation and feedback from the community, the West ARC chose to recommend the closure of three secondary schools (Ancaster, Highland and Parkside) in June 2015 and the construction of two new secondary schools with target opening dates of September 2015. The West ARC worked collectively in order to address the needs of all students and the school communities throughout the West cluster of secondary schools. The Committee originally considered several alternate options throughout the process which included new schools and/or renovations to the existing facilities and believes that their final recommendation best addresses the criteria established by the ARC in addition to the criteria identified as part of the ARC mandate through the following:

- Considering the needs of all students across the West cluster of schools through the equal distribution of program, supports and infrastructure;
- Locating schools strategically in the West cluster to allow for equal access by all students;
- Eliminating the surplus pupil places and increasing the overall utilization rate at all of the schools;
- Incorporating input from public meetings and community presentations;
- Eliminating future renewal need schools from the Board's inventory

While the decision to close schools is never an easy process, the West 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 West cluster.

6.0 List of Appendices

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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.

- 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.
- 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.
- 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.

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- 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 from 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 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

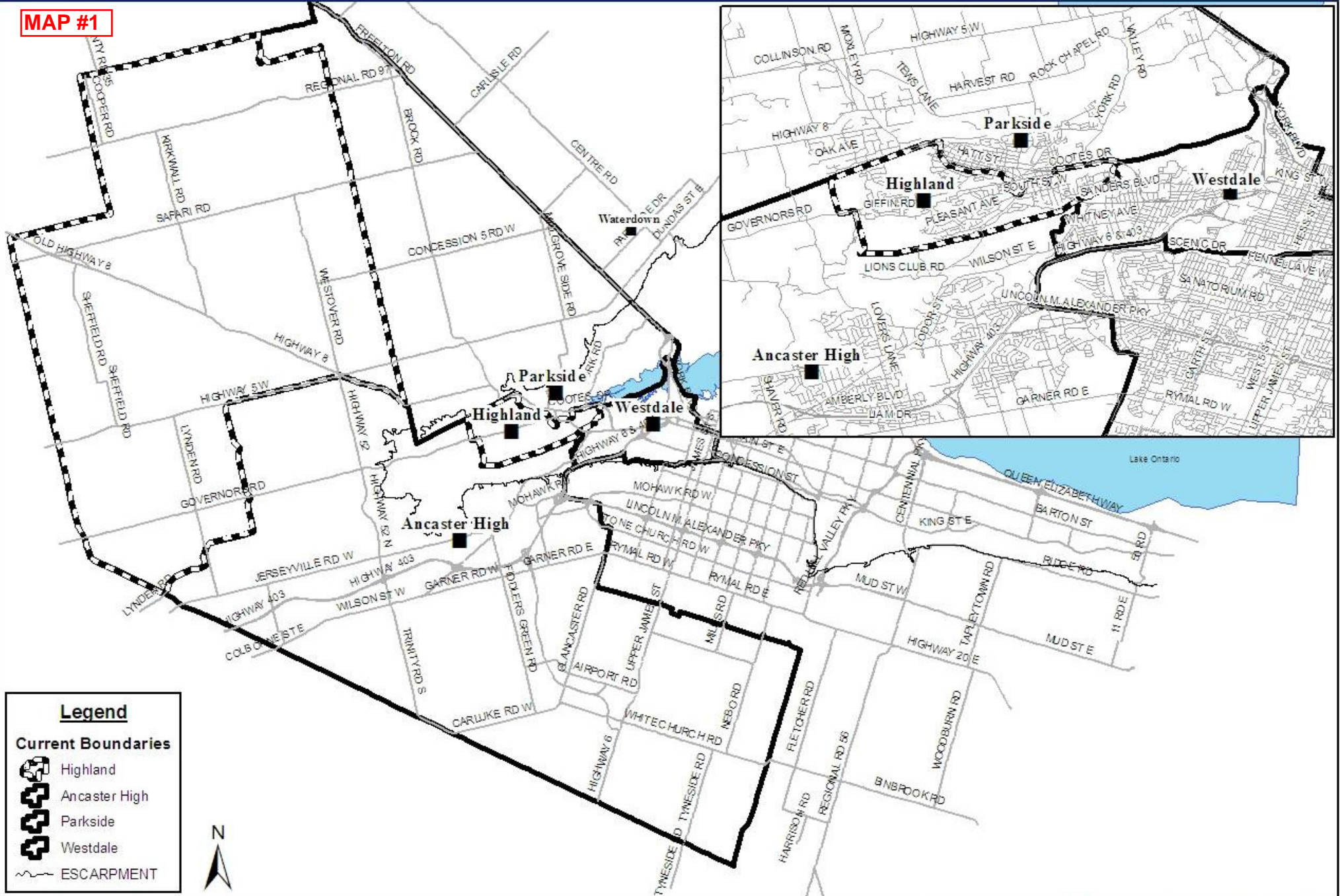
Upon completion of this analysis, it is the opinion of staff that while the West ARC recommendation to close Ancaster, Highland and Parkside in June 2015 and the construction of two new secondary schools with target opening dates of September 2015 addresses many of the criteria as identified in the mandate 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)

MAP #1



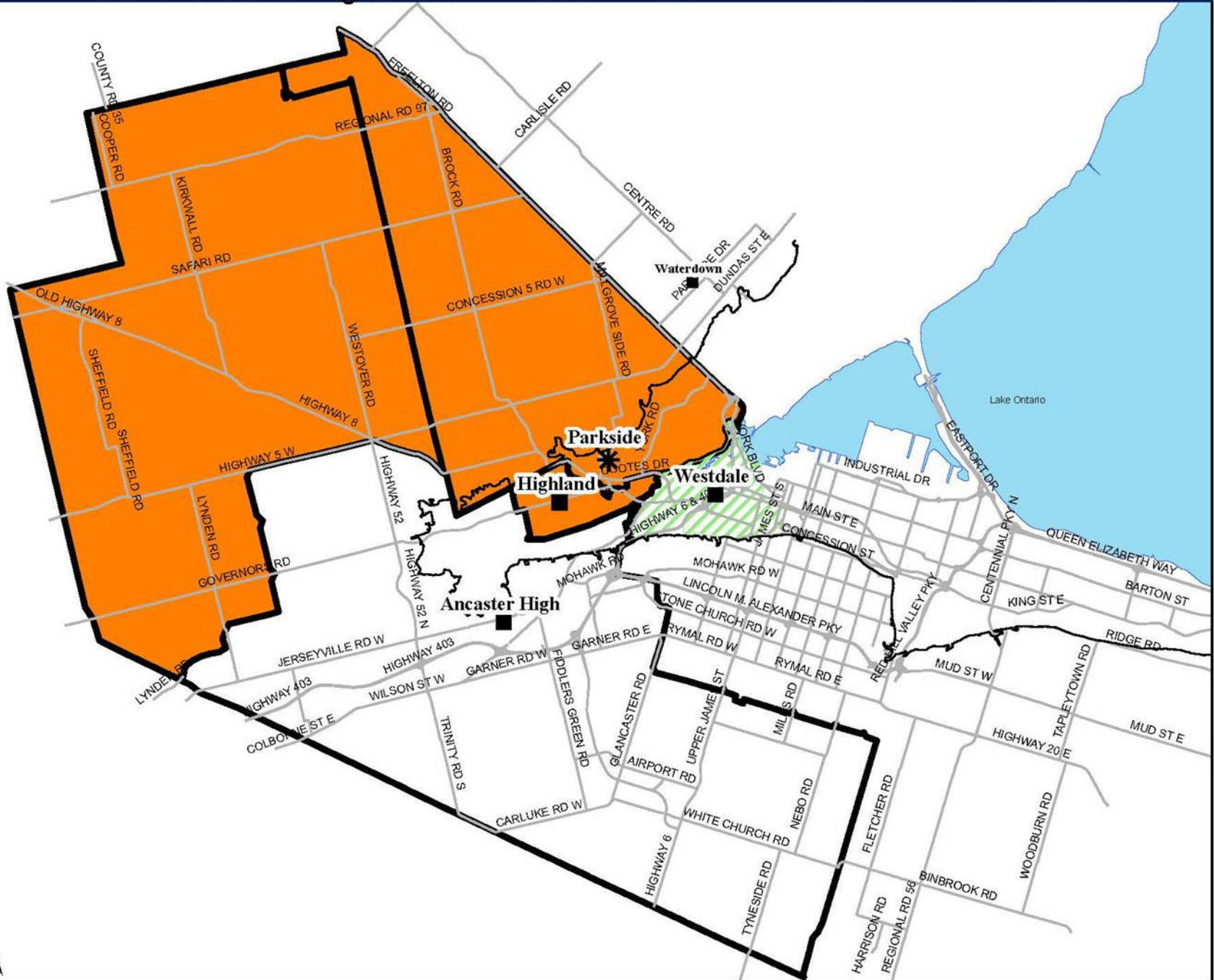
Legend

- Current Boundaries
- Highland
- Ancaster High
- Parkside
- Westdale
- ESCARPMENT



West Secondary Accommodation Review Closure of Highland, Parkside and Ancaster New Schools on Highland and Ancaster Sites

MAP #2

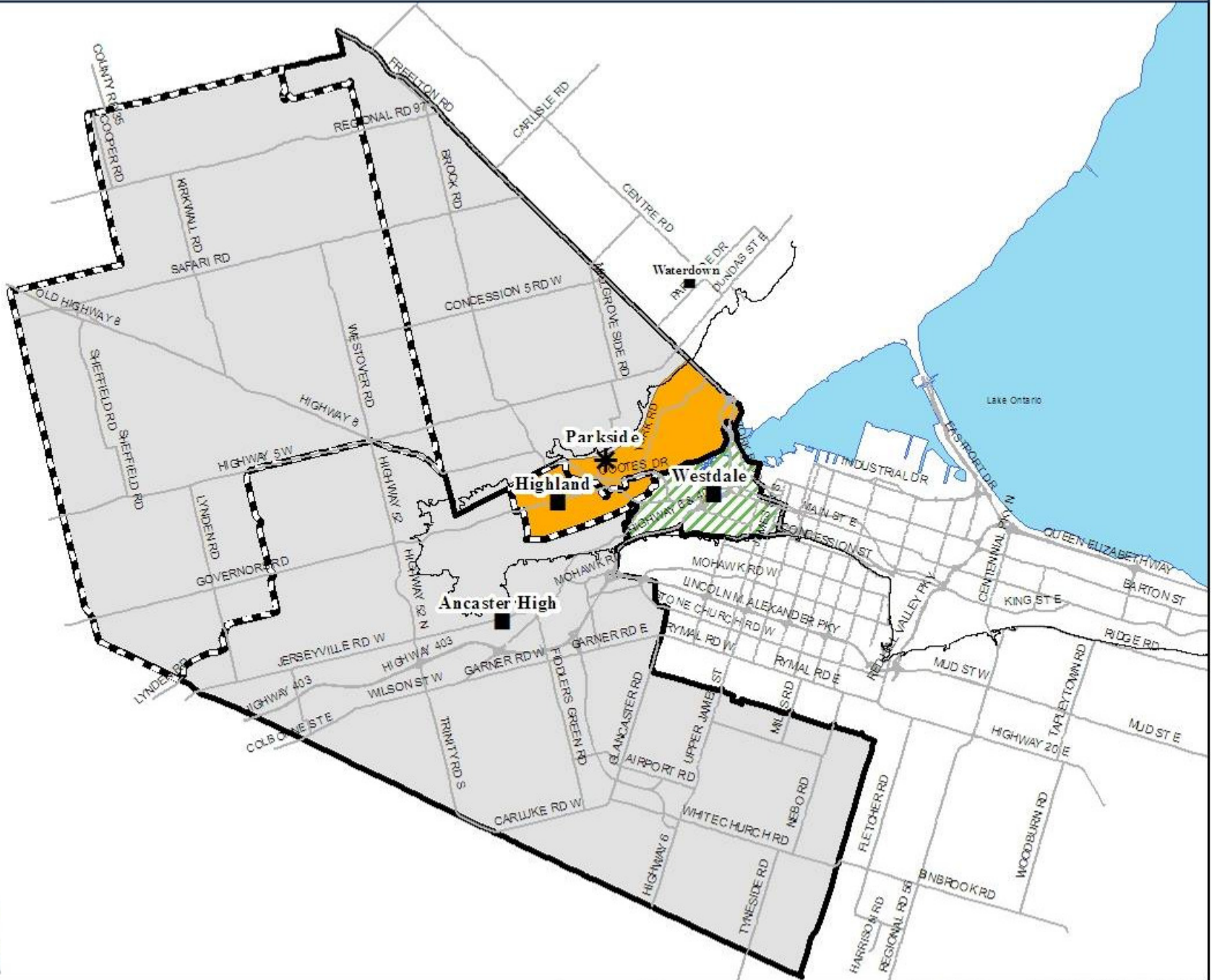


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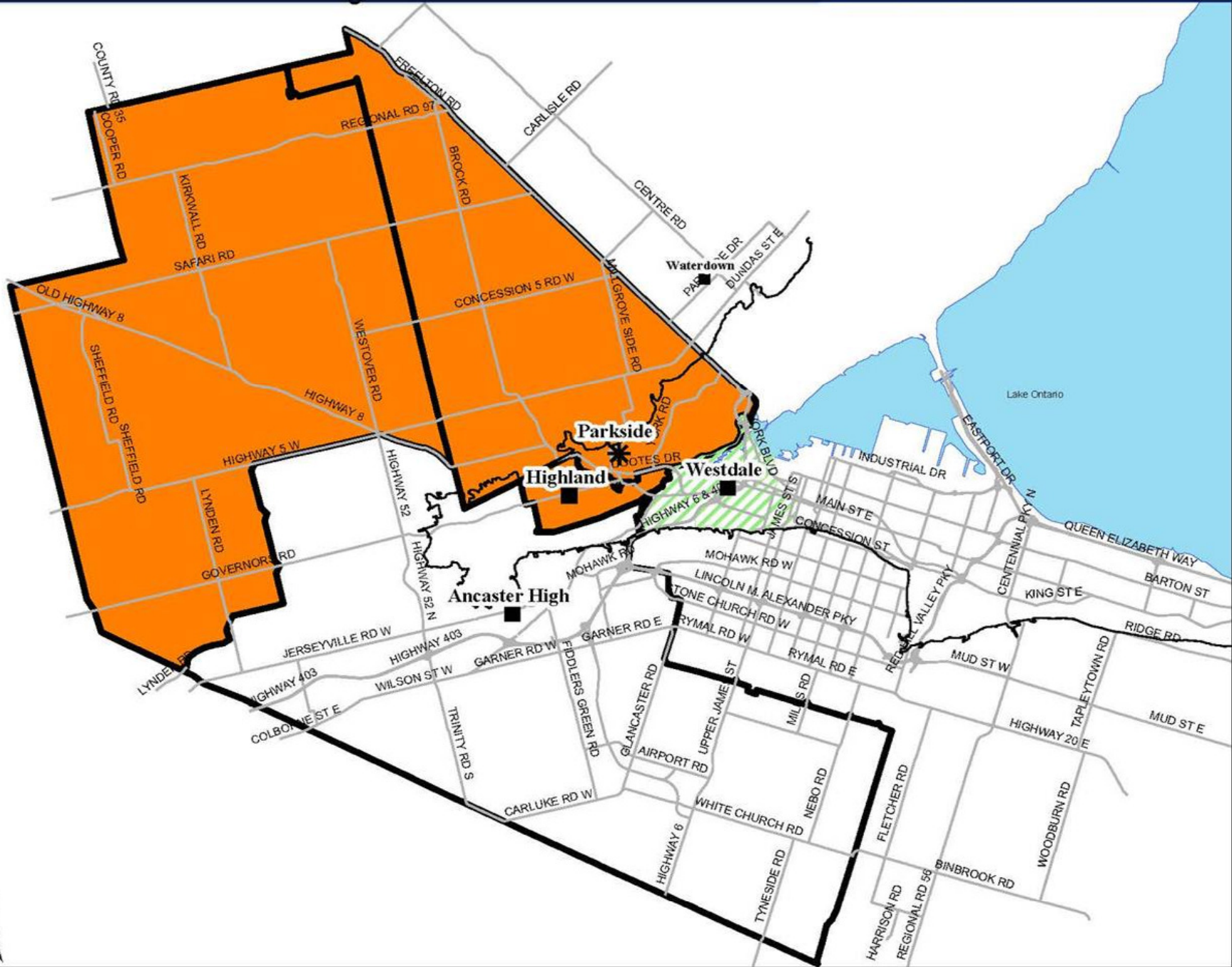
- ESCARPMENT
- Current Boundaries**
- Highland
- Ancaster High
- Westdale

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

MAP #3



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

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. 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.

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.

Secondary Pupil Accommodation Review Committee - West Terms of Reference

- 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.

Secondary Pupil Accommodation Review Committee - West Terms of Reference

- 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 (i.e., hospitals), treatment facilities (i.e., children's mental health centres) or correction/custody facilities (i.e., 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

Position (per Policy)	Name
Chair	<i>To be determined by Exec Council</i>
Voting Members	
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 Ancaster High	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Highland	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Parkside	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Two Parent Reps from Westdale	<i>To be appointed by School Council</i> <i>To be appointed by School Council</i>
Non-Voting Members	
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 Ancaster High	<i>School Principal as of January 1, 2011</i>
Principal from Highland	<i>School Principal as of January 1, 2011</i>
Principal from Parkside	<i>School Principal as of January 1, 2011</i>
Principal from Westdale	<i>School Principal as of January 1, 2011</i>
Teacher from Ancaster High	<i>To be appointed by School Teaching peers</i>
Teacher from Highland	<i>To be appointed by School Teaching peers</i>
Teacher from Parkside	<i>To be appointed by School Teaching peers</i>
Teacher from Westdale	<i>To be appointed by School Teaching peers</i>
Non-Teaching Staff from Ancaster High	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Highland	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Parkside	<i>To be appointed by School Non-teaching staff members</i>
Non-Teaching Staff from Westdale	<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 schools¹. 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;

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 below², 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.

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 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.