

Halton District School Board

Report Number: 17075
Date: April 20, 2017
FOR DECISION

TO: The Chair and Members of the Halton District School Board

FROM: Stuart Miller, Director of Education

RE: **EXECUTIVE SUMMARY**
Burlington Secondary Program and Accommodation Review

Executive Summary

On October 19, 2016, the Halton District School Board of Trustees approved a motion to commence a Program and Accommodation Review (PAR) process for all seven secondary schools in Burlington. Five of these schools were experiencing declining enrolment and are projected to continue to decline. This has an impact on course offerings and the range of subjects students are able to take. The same is true for extra-curriculars and co-curriculars.

Conversely, one of the schools in north Burlington is experiencing high growth which is resulting in enrolment pressures beyond utilization.

The PAR process was intended to investigate the issues, and culminate with a Director's recommendation for the Board of Trustees to consider, in order to address the circumstances of these schools.

The formal process began in December 2016 following Board policy and Ministry of Education guidelines, and has resulted in the following recommendations. The PAR process will not be completed until the Board votes on the Director's recommendation.

1. Robert Bateman High School to be closed June 2019 and students re-directed to Nelson High School and M.M. Robinson High School.
2. The International Baccalaureate Program to transfer from Robert Bateman High School to Burlington Central High School, effective September 2019.
3. Lester B. Pearson High School to be closed June 2018 and the students re-directed to M.M. Robinson High School commencing September 2018.
4. French Immersion program to be moved from Dr. Frank J. Hayden Secondary School as of September 2018, beginning with the Grade 9 program.
5. Students from the "Evergreen" community (currently undeveloped) will be directed to M.M. Robinson High School.
6. Aldershot High School will be explored as a site for a magnet program or themed school.

These recommendations have implications for the movement of students. These are outlined in the report. An impact of the recommendation is the creation of two composite schools in Burlington, one in the north (M.M. Robinson High School) and one in the south (Nelson High School), both offering a full range of all programs, thus supporting students with special needs to attend schools closer to their residences.

It is expected the recommendations and the subsequent transition of the students it causes will result in stability for these schools and provide all students a greater breadth of program and opportunities.

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Report Number: 17075
Date: April 20, 2017
FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: Stuart Miller, Director of Education
RE: **Director's Report: Burlington Secondary Program and Accommodation Review**

Warrant:

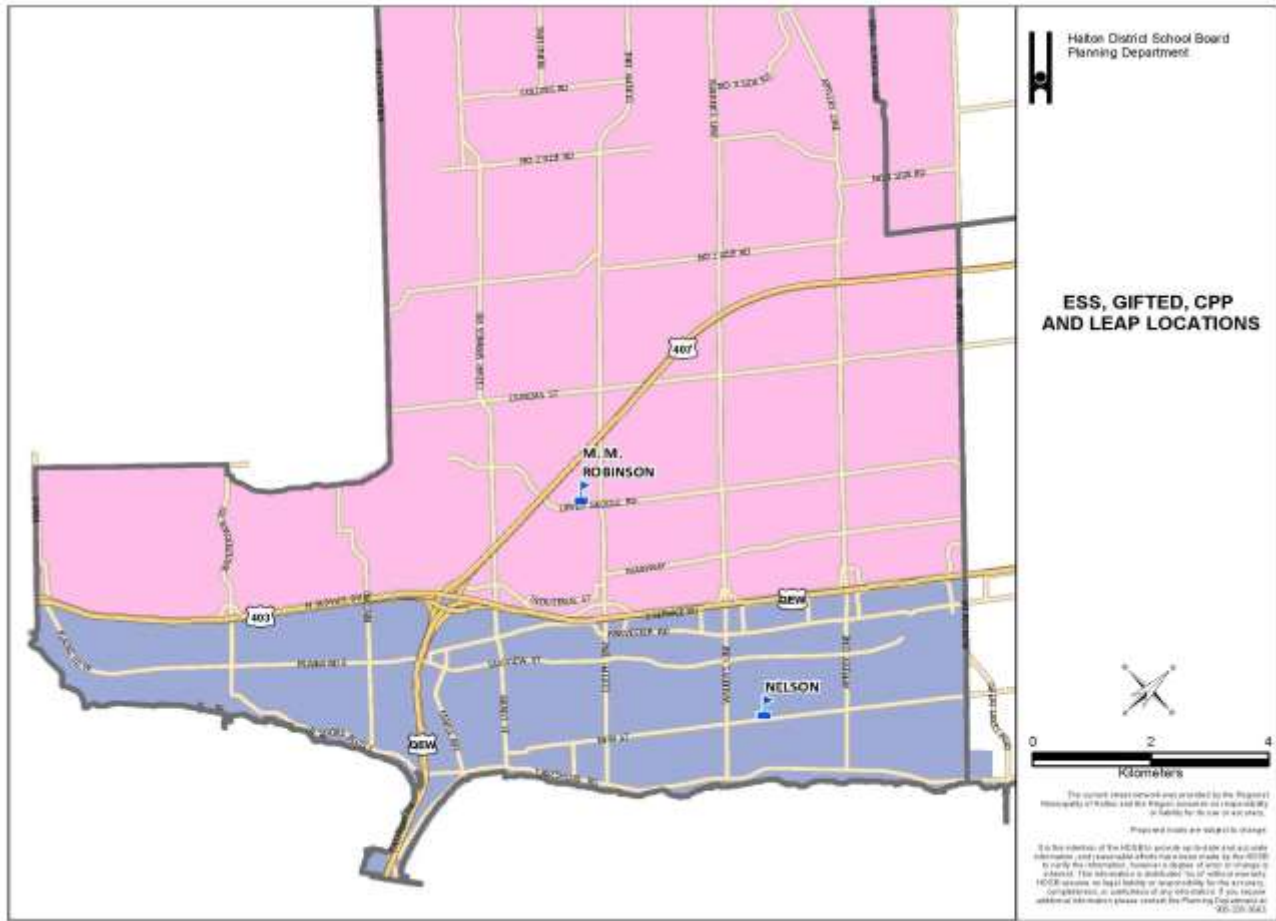
A requirement of the Halton District School Board's Program and Accommodation Review Policy is the Director's Final Report be submitted to the Board of Trustees for their consideration. This report meets that requirement, and in addition to recommendations addressing the secondary accommodation issues in Burlington, it also includes an overview of consultations with community, students, staff, and community as well as input from the Program and Accommodation Review Committee (PARC).

RECOMMENDATIONS:

1. ***Be it resolved that the Halton District School Board close Robert Bateman High School, effective June 30, 2019.***
 - a) ***Effective September 1, 2018, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect English program students entering Grade 9 to Nelson High School***
 - b) ***Effective September 1, 2019, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect the Grade 10, 11 and 12 English program students to Nelson High School.***
 2. ***Be it resolved that the Halton District School Board close Lester B. Pearson High School, effective June 30, 2018.***
 - a) ***Effective September 1, 2018, the Halton District School Board revise the existing catchment area for Lester B. Pearson High School to redirect students to M.M. Robinson High School.***
 3. ***Be it resolved that, effective September 1, 2018, the Halton District School Board revise the existing Dr. Frank J. Hayden Secondary School French Immersion Program boundary, to redirect students entering Grade 9 French Immersion to M.M. Robinson High School. Grade 10, 11 and 12 FI students will be grandparented at Dr. Frank J. Hayden Secondary School until graduation.***
 4. ***Be it resolved that, effective September 1, 2018, the Halton District School Board revise the English program boundaries for Burlington Central High School to include the complete catchment area for Tecumseh Public School, redirecting Grade 9 English program students to Burlington Central High School. Grade 10, 11 and 12 English program students currently attending Nelson High School from this catchment area will be grandparented until graduation.***
 5. ***Be it resolved that, effective September 1, 2018, the Halton District School Board designate the English and French Immersion catchment areas for the "Evergreen Community" to M.M. Robinson High School.***
 6. ***Be it resolved that the Halton District School Board investigate and explore opportunities to develop Aldershot High School as a magnet school or a themed school, with a report brought back to the Board of Trustees no later than February 2018.***
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Throughout the report, reference will be made to students residing north or south of the QEW/Hwy 403, particularly as it relates to the Essential, Gifted, Community Pathways Program (CPP), and LEAP programs. To provide a visual representation of this boundary, the following map is provided.



The following chart provides a visual representation of program changes.

Program Relocation Based on Option 23e				
Present Location	Program	Recommended	Implementation	Proposed Implementation
Dr. Frank J. Hayden HS	French Immersion	M.M. Robinson HS	2018*	Phased out starting with Grade 9
Lester B. Pearson HS	English	M.M. Robinson HS	2018	Transition Grades 9 to 12
	Extended French Immersion	M.M. Robinson HS	2018	Transition Grades 9 to 12
Robert Bateman HS	Community Pathways Program	Nelson HS	2019	Transition Grades 9 to 12
	English	Nelson HS	2018	Add Grade 9
			2019	Transition Grades 11 and 12
	Essential	Nelson HS	2018	Add Grade 9
			2019	Transition Grades 11 and 12
	International Baccalaureate	Burlington Central HS	2018	Add Grade 9
			2019	Transition Grades 11 and 12
LEAP	Nelson HS	2019	Grade 8 Essential candidates living south of the QEW/Hwy 403	

*Phase out (one grade removed in consecutive years): 2018 - Grades 10 to 12, 2019 - Grades 11 and 12, 2020 - Grade 12.

*Students north of the QEW to be directed to M.M. Robinson HS starting in Grade 9. Program to be phased in: 2018 - Grade 9, 2019 - Grades 9 and 10, 2020 - Grades 9 to 11, 2021 Grades 9 to 12

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Schools with New Programs Based on Option 23e				
New Location	Program	Current Location	Implementation	Proposed Implementation
Burlington Central HS	International Baccalaureate	Robert Bateman HS	2018	Add Grade 9
			2019	Transition Grades 11 and 12
M.M. Robinson HS	Essential	Robert Bateman HS	2018*	Phase in program starting with Grade 9 for students who reside north of QEW/Hwy 403
	Extended French Immersion	Lester B. Pearson HS	2018	Transition Grades 9 to 12
	Secondary Gifted Placement	Nelson HS	2018*	Phase in program starting with Grade 9 for students who reside north of QEW/Hwy 403
Nelson	Community Pathways Program	Robert Bateman HS	2019	Transition Grades 9 to 12 students
	Essential	Robert Bateman HS	2018	Add Grade 9 for students who reside south of QEW/Hwy 403
			2019	Transition Grades 11 and 12
	LEAP	Robert Bateman HS	2019	Grade 8 Essential candidates living south of the QEW/Hwy 403
Secondary Gifted Placement	Nelson HS	2018	Add Grade 9 students who reside south of QEW/Hwy 403. Grade 10-12 students grandparented.	

**Phase in (one Grade to be added in consecutive years): 2018 - Grade 9, 2019 - Grades 9 and 10, 2020 - Grades 9 to 11, 2021 - Grades 9 to 12*

Additionally a [Glossary of Secondary School Program Terms](#) (Appendix 19) and a [Glossary of Planning Terms](#) (Appendix 20) are also included.

Implications of Recommendation 1:

Re: Closure of Robert Bateman High School, and the resulting movement of the English program to Nelson High School

Program Changes:

With the closure of Robert Bateman High School:

- September 2019, the International Baccalaureate (IB) program will move to Burlington Central High School.
- September 2019, a second Essential Program site will be established in Burlington; Nelson High School will serve students residing south of the QEW/Hwy 403, while students residing north of the QEW/Hwy 403 will attend M.M. Robinson High School.
- September 2019, two sites for the Community Pathways Program (CPP) will continue to be offered; students residing south of the QEW/Hwy 403 will attend Nelson High School, and students residing north of the QEW/Hwy 403 will attend M.M. Robinson High School.
Note: The Community Pathways Program is a self-contained placement. This program allows students to attend to age 21, and has been offered at M.M. Robinson High School for the past four years.
- September 2019, the LEAP program will be offered in two locations; students residing south of the QEW/Hwy 403 will attend Nelson High School, while students residing north of the QEW/Hwy 403 will attend M.M. Robinson High School.

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Student Movement:

With the closure of Robert Bateman High School:

- September 2018, English Program students entering Grade 9 will attend Nelson High School.
- September 2019, English Program students entering Grades 11 and 12 will move to Nelson High School.
- September 2018, Grade 9 students entering the International Baccalaureate Program (pre-IB) will attend Burlington Central High School.
- September 2019, students entering into Grades 11 and 12 (IB program) will move to Burlington Central High School.
- September 2018, Essential Program students entering Grade 9 and residing south of the QEW/Hwy 403 will attend Nelson High School.
- September 2018, Essential Program students entering Grade 9 and residing north of the QEW/Hwy 403 will attend M.M Robinson High School
- September 2019, Essential/Workplace Program students entering Grades 11 and 12 currently attending Robert Bateman High School will move to Nelson High School.
- September 2018, all Community Pathways Program students (Grades 9 to 12) attending Robert Bateman will continue at Robert Bateman High School.
- September 2019, Community Pathways Program students attending Robert Bateman High School will move to Nelson High School.
- September 2019, LEAP students residing north of the QEW/Hwy 403 will attend M.M. Robinson High School.
- September 2019, LEAP students residing south of the QEW/Hwy 403 will attend Nelson High School.
- September 2018, students entering into the Grade 9 in the Gifted program who reside south of the QEW/Hwy 403 will attend Nelson High School, while students residing north of the QEW/Hwy 403 and entering Grade 9 will attend M.M. Robinson High School.
- September 2018, students in existing Grades 10 to 12 Secondary Gifted Placement at Nelson High School will be grandparented at Nelson High School until graduation.
- September 2018, Grade 8 students from Pineland Public School will move together to Nelson High School as a cohort (English and French Immersion)

Other Considerations:

- Facility enhancements or additions to address program needs at Nelson High School re: Community Pathways Program (CPP) and technological education programs
- Aldershot High School will be explored as a magnet or themed school
- IB training and certification for administrators and staff at Burlington Central High School as mandated by the IB governing body

Implications of Recommendation 2:

Re: Closure of Lester B. Pearson High School, and the resulting movement of the English program to M.M. Robinson High School

Program Changes:

With the closure of Lester B. Pearson High School:

- the Extended French Program will move to M.M. Robinson High School.

Changes to program offerings at M.M. Robinson High School include:

- September 2018, the Regional Re-engagement Program (REP) will move from M.M. Robinson High School to Burlington Central High School.
- *NOTE: the second Community Pathways Program (CPP) will continue at M.M. Robinson High School where it has been offered for the past four years, serving the students north of the QEW. The CPP program is a self-contained placement, where students can attend to age 21. Students in the current CPP at Robert Bateman High School will be grandfathered and move with their peers to Nelson High School regardless of where they reside.*

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Student Movement:

With the closure of Lester B. Pearson High School:

- September 2018, English program students will move to M.M. Robinson High School.
- September 2018, Extended French program students will move to M.M. Robinson High School.
- September 2018, Grade 8 students from C.H. Norton Public School will move together to M.M. Robinson High School as a cohort (English and French Immersion)

Other Considerations:

- Facility enhancements or additions to address program needs at M.M. Robinson High School re: Community Pathways Program (CPP) and technological education programs

Implications of Recommendation 3:

Re: Boundary change for Dr. Frank J. Hayden Secondary School

Program Changes:

- the French Immersion (FI) program will move to M.M. Robinson High School.

Student Movement:

- September 2018, Grade 9 FI students from the current Dr. Frank J. Hayden Secondary School catchment area will attend M.M. Robinson High School.
- Grade 10, 11 and 12 FI students will be grandparented at Dr. Frank J. Hayden until graduation.

Implications of Recommendation 4:

Re: Boundary change for Burlington Central and Nelson High Schools

Student Movement:

- September 2018, Grade 9 English program students residing in the Tecumseh Public School catchment area will attend Burlington Central High School.
- September 2018, Grade 9 students from Pineland Public School will be move to Nelson High School together as a cohort
- September 2019, Grade 10, 11 and 12 English program students currently residing in the Tecumseh Public School catchment area, and who are attending Nelson High School will be grandparented until graduation.

Implications of Recommendation 5:

Re: Boundary change for undeveloped "Evergreen Community"

Student Movement:

- students from this new community will be directed to M.M. Robinson High School for French Immersion and English programming.

Background

On October 19, 2016, the Halton District School Board approved motion M16-0153 ([Report 16132](#) without appendices is attached as Appendix 1) initiating a Program and Accommodation Review for all Burlington secondary schools. The motion reads:

M16-0153

J. Oliver / A. Harvey Hope

Be it resolved that the Halton District School Board undertake a Program and Accommodation Review for all secondary schools located in the City of Burlington:

- Aldershot High School,
- Burlington Central High School,
- Dr. Frank J. Hayden Secondary School,
- Lester B. Pearson High School,
- Nelson High School,
- M.M. Robinson High School and
- Robert Bateman High School

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FURTHERMORE, a Program and Accommodation Review Committee (PARC) be formed, in accordance with the Board's Policy; and,

THAT, the staff recommended Option 19 be provided to the Program and Accommodation Review Committee for further review and to develop any other options, in accordance with the Board's Policy; and,

THAT the parents/guardians, staff and school council members of the affected schools be informed of the decision to form a Program and Accommodation Review Committee within five (5) business days of the approval of a PAR; and,

THAT within five (5) business days of the approval of a PAR, a written notice is to be provided to the Ministry of Education, City of Burlington, Region of Halton, Halton Catholic District School Board, Conseil Scolaire Viamonde, Conseil Scolaire de District Catholique Centre-Sud, Ministry of Education and community partners; and,

THAT, Trustees authorize the Director of Education to tender for a third-party consultant to facilitate the Program and Accommodation Review process, in terms of the Program and Accommodation Review Committee and all public meetings.

Carried 10-1.

The formal Program and Accommodation Review (PAR) process would commence with an orientation session for PAR committee members on December 1, 2016, with the first public meeting held on December 8, 2016.

The need for the initiation of the PAR was identified in the Board's 2015-2016 Long Term Accommodation Plan (LTAP). The LTAP had identified low enrolment in Burlington's secondary schools since 2012-13. The low enrolment, as shown by the following chart (*from [Report 16132](#)*) is projected to continue for the next ten years and beyond.

Burlington Secondary Enrolments, Utilization and Available Pupil Places 2015-2025

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Enrolments	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356
On The Ground Capacity* (OTG)	7275	7275	7275	7275	7275	7275	7275	7275	7275	7275	7275
Utilization (UTZ)	74%	75%	76%	77%	78%	78%	78%	77%	76%	75%	74%
Available Pupil Places	1893	1819	1748	1653	1631	1598	1568	1683	1731	1796	1919

Although the LTAP identified a need for the consideration of a PAR since 2012-13, declining enrolment in Burlington secondary schools had existed for several years prior to that date. In 2005, there were 405 empty pupil places within Burlington.

In 1999 and 2001, Grades 7 and 8 were added to Aldershot High School and Burlington Central High School respectively to address empty pupil places in those two schools. Adding Grade 7 and 8 to those schools helped fill empty spaces but it had, and has, no impact on secondary programming and/or extra-curricular opportunities.

The 2015-2016 LTAP identified 1748 empty pupil places in Burlington's secondary schools and projections show this number will grow to 1919 by 2025. This number is larger than all but one high school within the Halton District School Board.

At the beginning of the 2016-17 school year, there were the following number of secondary school students registered with the Halton District School Board:

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City/Municipality	# of Schools	# of Students	Average/School
Burlington	7	5465	780
Halton Hills	2	2016	1008
Milton	2	2519	1259
Oakville	6	8070	1345

By 2025, the number of students is projected at:

City/Municipality	# of Schools	# of Students	Average/School
Burlington	7	5355	765
Halton Hills	2	1922	962
Milton	3 ¹	3764	1254
Oakville	6 ² or 7	8372	1395 ³ or 1196

¹ indicates an additional high school in Milton

² indicates the **potential** for an additional high school in Oakville

³ the 1395 students/school represents 6 schools, whereas 1196 students/school represents 7 schools

As a result of the declining enrolment, some students in Burlington’s secondary schools are not being provided the same equity of opportunity as other students within the Halton District School Board, and even fellow students enrolled in larger Burlington secondary schools.

Some students in Burlington are having to take online courses and/or attend summer school or another neighbourhood school to pursue the pathway of their choice. This is not the experience of **all** students in Burlington. Many students choose online or summer school courses in order to fast-track or to expand their areas of interest. This is entirely acceptable and appropriate; however it becomes an issue for some students in some high schools when this is the only choice available to pursue their course and program selections. This is not the case for other students in the Halton District School Board, or as previously stated, in all schools in Burlington.

This also applies to extra- and co-curricular opportunities. Due to the many efforts of staff, and in some cases community coaches, students in Burlington have indeed had multiple opportunities to participate in these opportunities. Smaller schools however, simply do not have enough staff or students to provide for the same range of activities as larger schools. This results in some students not having the same opportunity to pursue a passion or having to make an alternative arrangement to do so.

The vision of the Halton District School Board as referenced in the Multi-Year Plan, states “...every student will explore and enhance their potential, passions and strengths to thrive as contributing global citizens.” Further to this, one of the values of the Halton District School Board’s Multi Year Plan is equity for all students. Students require choice and variety in courses and out-of-class experiences to explore their passions. Providing these opportunities to all students ensures equity.

In addition, the Multi-Year Plan also describes the System Goal to “achieve a minimum overall average utilization rate of 90% of the total capacity for schools by panel in each municipality.” By increasing utilization of secondary schools in Burlington, the Board is addressing the Multi-Year Plan target of 90% utilization and equity for all students in terms of program opportunities. This is also true of extra-curricular and co-curricular activities.

Consequently, the Director of Education recommended to the Halton District School Board of Trustees that a PAR be undertaken in all Burlington secondary schools to address the lack of equity of opportunity for students attending these schools. As per Board policy, which was developed from the Ministry of Education guidelines on initiating a PAR, the Director of Education recommended the PAR based on the following two criteria:

- 1. The school or group of schools has/have experienced or will experience declining enrolment where on-the-ground (OTG) capacity utilization rate is below 65%.**

AND

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2. Reorganization involving the school or group of schools could enhance program delivery and learning opportunities.

There are three other criteria, but they neither triggered the initiation of the process nor were considerations in generating the recommendations.

3. Under normal staffing allocation practices, it would be necessary to assign three or more grades to one class in one or more schools;
4. The current physical condition of the schools negatively impacts the optimum operation of the building(s) and program delivery;
5. In respect of one or more of the schools under consideration there are safety, accessibility and/or environmental concerns associated with the building of the school site or its locality.

Throughout the process, criteria “4.” in particular has repeatedly been discussed at the PARC and public meetings as one of the criteria. This was not utilized as one of the criteria for initiating the PAR, nor was it one of the criteria the Board of Trustees approved in the preliminary PAR report.

Financial considerations and building upgrades/physical conditions are factors and variables that are necessary to be evaluated. There are however, other considerations including (but not limited to) bussing, walkability, staffing, transition and/or integration of students, breadth/range of program, and proximity to other schools/geography.

The Halton District School Board is required to be compliant with the Accessibility for Ontarians with Disabilities Act (AODA) by 2025. Compliance with AODA is an absolute for all Halton District School Board schools, and there are additional upgrades identified for these schools. This includes the remaining Burlington secondary schools. *Appendix 2* includes the first six pages of the [Facility Audit for Accessibility -- Burlington Schools](#) report.

The finances required to complete this work are not available for year one of implementation. If the recommendations in the report are approved, funding will be identified for the long-term and the Board will fulfill these requirements over several years, as with all other schools in the Halton District School Board.

When the Board of Trustees approved the recommendation to undertake a PAR, it initiated a process. As part of the preliminary PAR report (*Report 16132*), a recommended option to address the two criteria was presented in the report.

Option 19 (*from Report 16132*) was the recommended option at that time, and it was an initial option to commence the process. It was the option selected with the data and information available at that time. It was made prior to the PAR process and most significantly prior to any public, student or staff input, or contribution from the Program and Accommodation Review Committee (PARC), comprised of two parents from each of the Burlington secondary schools.

The PAR approved by the Halton District School Board of Trustees was, and is a process. As part of the process, the initial recommendation was further evaluated and others were developed. The initial option and all others were weighed against the two criteria that prompted the PAR process. It was this lens that was used to determine the final recommendation.

The PAR process itself is a defined formal process ([Halton District School Board Program and Accommodation Review Policy -- Appendix 3](#)) however staff at the Halton District School Board also conducted, in addition to the formal process, additional consultations. Those included information meetings at each of the Burlington secondary schools, online question and answer sessions, student surveys, staff surveys, community surveys and addressing hundreds of questions and queries from the community, both online and in person.

Upon completion of the work of the PARC, the Halton District School Board staff examined the remaining five options that were put forth by the PARC. These are options 3c, 4b, 7b, 23d, and 28c.

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Staff also considered input from the general public, staff and students, and any new data developed as a result of the PAR process.

This has resulted in the Director's final recommendation, "Option 23e" which is a modification of Option 23d, and is presented here for consideration by the Halton District School Board of Trustees. ([Appendix 4](#))

Rationale: Recommendation 1 – Robert Bateman High School

In 2004, Lord Elgin High School was consolidated with General Brock High School forming a new school named Robert Bateman High School in the original Lord Elgin facility.

The consolidation, in part, was undertaken to address declining enrolment in both schools at the time. There were also significant facility enhancements made to the newly consolidated Robert Bateman High School. The enrolment in the Robert Bateman catchment area has continued to decline. As a result of declining enrolment in the catchment area, the school offers and houses many regional programs including International Baccalaureate, Regional Essential program, LEAP, and the Community Pathways Program.

Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2010	ENG	106	135	171	248	660
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2011	ENG	131	119	144	250	644
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2012	ENG	117	146	133	250	646
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2013	ENG	90	94	134	243	561
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2014	ENG	75	97	96	188	456
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2015	ENG	62	71	104	129	366
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2016	ENG	75	81	93	137	386

These regional programs have improved the diversity and inclusive nature of the school, but there are still great challenges with low enrolment in the catchment area that impacts regular English programming. This is projected to continue. The school is currently at 59% utilization, below the 65% Board criteria, and is projected to decline to 50% by 2026.

Currently there are 283 students in the English program within the catchment area of Robert Bateman High School. There are an additional 51 students in the International Baccalaureate Program and 36 students in Essential and Special Education programs within the catchment area. The total number of students in the English program (including 87 students in regional programs) is 370. This is the lowest enrolment number within a Burlington high school's catchment area.

This utilization factor includes the regional programs, as Robert Bateman High School is the site for students from the entire city of Burlington. The students in north Burlington attending some of these regional programs are being bussed to the south.

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M.M. Robinson High School and Robert Bateman High School are similar facilities and both are experiencing low utilization rates and this is projected to continue.

	2010	2016	2026
Robert Bateman High School	94%	59%	50%
M.M. Robinson High School	87%	53%	47%

In addition, students currently residing north of the QEW/Hwy 403 in Burlington are bussed to Robert Bateman High School to attend regional programs there. The creation of a regional Essential Program at M.M. Robinson High School will allow students to attend a school in closer proximity to their homes and also provide the added benefit of continuity of program with the existing CPP program at the school.

Clustering regional programs into one school site disadvantages students as they must travel greater distances to meet their program needs and interests. The students in Burlington would be better served by establishing a school site in both the north and the south that provide similar regional programs. Students would have the same opportunities and be closer to their homes. It also enhances the diversity and inclusiveness in more than one site in Burlington.

Regional programs have been moved successfully each year, from school to school. Our history has proven these programs are transferable and our transition approaches have proven effective in support of students.

Although Robert Bateman High School has had facility enhancements to accommodate regional programs, the declining enrolment in the catchment area and in these programs is problematic. The two criteria which triggered the PAR are based on students and program:

1. The school or group of schools has/have experienced or will experience declining enrolment where on-the-ground (OTG) capacity utilization rate is below 65%.

AND

2. Reorganization involving the school or group of schools could enhance program delivery and learning opportunities.

Nelson High School is 1.9 kilometres from Robert Bateman High School and has an enrolment within its current catchment area of more than 1,000 students. This number, although fluctuating slightly, is projected to remain above 1,000 through 2026. The utilization rate in the same time period ranges from 75% to 87%.

	2010	2016	2026
Nelson High School	107%	75%	78%

The close proximity of Robert Bateman High School and Nelson High School within walking distance of each other, posed a challenge in determining the most advantageous site in which to house regional programs. The combined catchment areas of the two schools (excluding regional programs) is within the on-the-ground (OTG) capacity of either Nelson or Robert Bateman High Schools.

The parameters used for the PAR, however, are related to utilization and enhancement of program. Recommending a closure of Nelson High School would result in the relocation of more than 1,000 students in the foreseeable future. Facility enhancements and purpose-built facilities can be accommodated at Nelson High School. The regional programs of south Burlington can be housed in Nelson High School. This does not require the relocation of more than 1,000 students or a recommended closure of a school with a catchment area of up to 84% utilization. Subsequently, it allows the Halton District School Board to have vibrant regional programs in the northwest and the southeast of Burlington.

If the recommended option is approved, it will also result in the relocation of the International Baccalaureate (IB) program to Burlington Central High School. Like other regional programs, the International Baccalaureate program can be relocated to another school.

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There are requirements for its site relocation as defined by the IB International governing body which will be strictly adhered to.

Presently there are 174 students in the International Baccalaureate track (Grade 9 and 10 pre-IB and Grade 11 and 12 IB) at Robert Bateman High School. By contrast, White Oaks Secondary School in Oakville has 507 students in its pre-IB and IB program. The IB program has been housed at Robert Bateman High School since January 2001 and the enrolment has fluctuated and has presented a challenge. Moving the IB program to Burlington Central High School may enhance uptake of this program as it is in a more central location.

Finally, consolidating Robert Bateman High School and Nelson High School will allow program enhancement for students currently in both schools, offering them now, and in the future, greater equity of opportunity as a result of the broader range of courses and programs. With a greater number of staff and students, there will be more opportunities for co-curriculars (clubs, teams, bands, etc).

Rationale: Recommendation 2 – Lester B. Pearson High School

Lester B. Pearson High School has been experiencing a decline in enrolment for several years and that is projected to continue to 2026 and beyond.

ENG: English Program

Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2010	ENG	134	153	163	203	653
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2011	ENG	132	136	155	220	643
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2012	ENG	110	134	139	201	584
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2013	ENG	77	89	134	162	462
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2014	ENG	86	83	94	134	397
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2015	ENG	88	83	79	107	357
Year	Program	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2016	ENG	76	97	80	93	346

Lester B. Pearson High School is also the only school in the Halton District School Board that provides Extended French at the secondary school level. The students in this program begin extended French in Grade 7.

The result of this low enrolment is a diminished ability for the school to provide the same breadth and range of programs for the students as other schools in Halton. In order to take specific or desired courses, many students have resorted to online offerings.

This situation will be exacerbated as it is expected the number of students attending Lester B. Pearson High School will decrease by an additional 70 students by 2025.

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Another issue occurring as a result of low enrolment is the impact on the students' pathways.

At present, the numbers reflecting Lester B. Pearson High School students' pathway choices are as follows:

GRADE	ACADEMIC	APPLIED
Grade 9	80	11
Grade 10	80	20
GRADE		
	UNIVERSITY	COLLEGE
Grade 11	59	14
Grade 12	47	20

Unfortunately the low number of students and staff has prevented the school from providing the same breadth of programming offered in other Halton District School Board schools. This is most evident given the low number of students in applied programming and subsequently the college pathway, resulting in these students having fewer options or little flexibility in selecting courses they can take.

Schools are required to provide a pathway to graduation for all students. This means the school will have some smaller classes (for example, 11 students in Grade 9 Applied), and in order to be compliant with staffing formulas and provincial mandates, will have some larger classes to offset the smaller numbers. Consequently, not only is the range of course selection not available to students but there is also a greater disparity between class sizes.

Again this is likely to be exacerbated as the projections indicate a continued decline in enrolment.

Lester B. Pearson High School is 1.9 kilometres from M.M. Robinson High School. Students who currently attend Lester B. Pearson High School are within the walking distance to M.M. Robinson High School. A closure of Lester B. Pearson High School will not result in an increase in bussing costs for the Halton District School Board.

At present there is a nursery school located in Lester B. Pearson High School. This is a long-standing relationship between the City of Burlington and the Board, and since the mid-1970s has become part of the fabric of the Lester B. Pearson High School community. If the recommendation to close Lester B. Pearson High School is approved, the Halton District School Board will engage with the appropriate municipal partners to investigate available options for a continued relationship with the Halton District School Board.

Lester B. Pearson High School has served its students and community very well for the past 40 years; however, its enrolment has been in decline for some time. It is currently less than 65% of capacity, and by 2025 it is expected to decline to 55%.

Based on the two identified criteria for a program and accommodation review (PAR):

1. The school or group of schools has/have experienced or will experience declining enrolment where on-the-ground (OTG) capacity utilization rate is below 65%.

AND

2. Reorganization involving the school or group of schools could enhance program delivery and learning opportunities.

Lester B. Pearson High School meets the criteria for a PAR, and subsequently is recommended for closure.

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Rationale: Recommendation 3 – Dr. Frank J. Hayden Secondary School

Dr. Frank J. Hayden Secondary School opened in north Burlington in 2013. The enrolment of the school has been on a steady incline since that time. This is projected to continue through to 2024.

Current enrolment at Dr. Frank J. Hayden Secondary School is 1536 with 129% utilization, and by 2026, the school is projected to reach 1604 students with 134% utilization. The peak is projected to occur in 2021 at 1850 students with 155% utilization.

The population and development of the Alton and Orchard communities has resulted in the building of four new elementary schools. These schools currently have substantial enrolments and will continue to feed in to Dr. Frank J. Hayden Secondary School through to 2026.

As a result, Dr. Frank J. Hayden Secondary School is over-utilized and currently has 12 portable classrooms on site to meet the accommodation needs of the school.

Although secondary schools are able to absorb populations in excess of 1200 students, and indeed can and do provide an increased number of opportunities for students, the recommendation is intended to achieve two goals: alleviate some of the enrolment pressures on Dr. Frank J. Hayden Secondary School and to increase utilization of M.M. Robinson High School.

French Immersion (FI) is an optional program. FI uptake is very high in the Halton District School Board and absolutely provides a valuable pathway for students who choose it. However, it is a choice and not part of the *mandatory* Ontario curriculum. It is also a program that can be relocated. French Immersion programming is dependent on curriculum resources and staff with this expertise and both of these requirements are transferrable to other locations.

By moving the FI program currently housed at Dr. Frank J. Hayden Secondary School to M.M. Robinson High School, this will not only alleviate accommodation pressures at Dr. Frank J. Hayden, but it will also enhance the existing FI program at M.M. Robinson High School. The consolidation of the FI program at M.M. Robinson High School will increase the numbers of students in FI thereby allowing for a broader range of subjects and options for students in French Immersion.

Elementary students in French Immersion currently designated to attend Dr. Frank J. Hayden Secondary School in Grade 9 in September 2018 or thereafter, will be redirected to M.M. Robinson High School. Those currently in, and commencing the program on or before September 2017, will remain at Dr. Frank J. Hayden Secondary School until they graduate.

Rationale: Recommendation 4 – Boundary Changes -- Burlington Central, Nelson High Schools

The closure of Robert Bateman High School and the associated redirection of the English program students to Nelson High School, as well as the relocation of the Regional Essential, LEAP and CPP programs, will result in a substantial increase in enrolments at Nelson High School. In order to provide some accommodation relief at Nelson High School, a review of the existing boundaries was undertaken to determine if there were any opportunities to redirect some areas out of the Nelson High School catchment area.

The existing Tecumseh Public School Grade 8 cohort is split between two high schools: those students residing east of Guelph Line attend Nelson High School, while those west of Guelph Line attend Burlington Central High School. In order to ensure the Tecumseh Public School Grade 8 cohort would remain together, the entire Tecumseh Public School catchment area is designated to be redirected and included within the Burlington Central High School catchment area. Unifying the cohort would provide accommodation relief to Nelson High School, and enhance Burlington Central High School enrolments by providing additional students to that school's population.

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In order to ensure an appropriate transition, grandparenting will occur. This will result in the redirection of all Tecumseh Public School students entering the Grade 9 English program in September 2018 to Burlington Central High School, including those east of Guelph Line. As of September 2018, Grade 10, 11, and 12 English students currently attending Nelson High School from the Tecumseh Public School catchment area will be grandparented to remain at Nelson High School until they graduate.

Rationale: Recommendation 5 – “Evergreen” Community

The “Evergreen Community” is a yet to be developed residential area within Burlington’s north end. It is bounded by Tremaine Road to the east, Appleby Line to the west, Dundas Street (Hwy. 5) to the south, and Highway 407 to the north. It is anticipated development may begin in 2021 with 46 secondary students ultimately being generated from this community.

This new community has not yet been included within a specific high school catchment area. Although, the community is in relative proximity to Dr. Frank J. Hayden Secondary School, the school has accommodation pressures and redirecting students to that facility would further exacerbate the issue.

To alleviate enrolment pressure on Dr. Frank J. Hayden Secondary School, students from this community, when developed, will be directed to M.M. Robinson High School.

Rationale: Recommendation 6 – Aldershot High School

Aldershot High School is at the very western end of Halton and is the most westerly secondary school in the Halton District School Board. It is very close to the border for the Hamilton Wentworth District School Board.

Aldershot High School is also a school in which the enrolment in the building is augmented by Grade 7 and 8 students. Unfortunately low and declining enrolment is currently a challenge for the school and it is projected to continue through 2026. This has an impact on the students attending the school. They have fewer course selections and less flexibility in the timetable. As a result, large numbers of students choose online courses in order to fulfil their program needs.

Although the Aldershot High School staff and community has done much to offer students a range of co-curricular and extra-curricular opportunities, there is insufficient numbers to be able to offer the same as other schools. Some students have had to go to a neighbouring school (Burlington Central High School) after school to participate in extra-curricular sport.

A system goal in the Board’s Multi-Year Plan encourages the use of innovative approaches to student accommodation. The concept of innovation to attract enrolment was discussed at length by the PARC. During the PAR process, the PARC discussed and explored the efficacy of creating a themed or magnet school. It is not known if, by creating a site like this, it will increase program viability, but it is absolutely an initiative that can be explored.

Consultations:

Community Consultation

As required by the Halton District School Board’s Program and Accommodation Policy, the Community Consultation section of the Director’s Final Report will highlight the comprehensive efforts undertaken by the Board to broadly consult with all stakeholders. While many of these consultation approaches are required by Board Policy, many were added above and beyond the policy to maximize community awareness and participation in the PAR process.

This section of the report will document the Program and Accommodation Review Committee (PARC) process and feedback from the PARC. Further to the PARC process, this report will also highlight efforts to engage, inform and consult with all stakeholders through supplemental

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information sessions, an online Q&A session with the Director, a student survey, staff survey and a broader public feedback survey.

Program and Accommodation Review Committee (PARC) Process and Feedback

As required by the Board's Program and Accommodation Review Policy, a Program and Accommodation Review Committee (PARC) was established consisting of two parents from each of the schools affected by the Program and Accommodation Review (PAR). One of the parent representatives was selected by each school's School Council, and the second representative for each school was randomly selected through an online expression of interest form posted on the HDSB website. The complete list of PARC members is attached ([Appendix 5](#))

The PARC functions in an advisory role only and serves as the official conduit for information shared between the Board of Trustees and the affected school communities. The PARC does not make any decisions as that responsibility lies with the Board of Trustees. By policy, the PARC provides feedback to the Board of Trustees on the Director's Preliminary Report (Option 19) and the other accommodation options they considered with their supporting rationales.

The PAR was Chaired by Superintendent Scott Podrebarac. The Director appointed Superintendent Podrebarac as he, historically or currently, had not represented the Burlington area.

As noted in Board Motion M16-0153 ([Report 16132](#)) approving the PAR, IPSOS was contracted as a third-party consultant to help facilitate the Program and Accommodation Review Committee process. IPSOS supported the work of the PARC in terms of setting agendas, taking meeting minutes and facilitating community surveys.

The Chair and IPSOS co-facilitated all PARC meetings including the orientation meeting and the six working meetings and coordinated the three public meetings. Throughout the process Board staff acted as resources for the PARC. Trustee Donna Danielli (Milton Wards 2, 3, 4 and 5) served as the ad hoc Trustee representative.

PARC Meetings

All PARC meetings minutes, presentations and additional information provided were posted on the Board's website following each meeting. The PARC meetings were held on the following dates from 7-9 p.m. (or longer) as reflected in the minutes ([Appendix 6](#)). Each meeting used a variety of facilitation approaches designed to encourage open dialogue while also rooting the work in the factors listed in the PARC Framework ([Appendix 7 – included in Board PAR Policy](#)).

Orientation Meeting	Thursday December 1st
Working Meeting #1	Thursday January 26th
Working Meeting #2	Thursday February 2nd
Working Meeting #3	Thursday February 9th
Working Meeting #4	Thursday February 16th
Working Meeting #5	Tuesday March 21st
Working Meeting #6	Thursday March 23rd
Working Meeting #7	Monday March 27th

The PARC met for the first time on December 1, 2016 in a meeting not open to the public. As required by Ministry and Board policy, this Orientation Meeting included an overview of the Terms of Reference for the PARC, a review of the School Information Profiles (SIP) provided to each member, and meeting norms were discussed and brainstormed for all future working meetings. Per Board policy, following the Orientation Meeting, a Municipal councillor or delegate was asked to join the PARC. James Ridge, City Manager for Burlington, was appointed to this role in advance of the first working meeting.

The PARC met for the first working meeting of January 26, 2017 to review the initial 19 options, including the Director's Preliminary Recommendation. In addition to these options, new options proposed by PARC members were considered.

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Considerable time in the meeting was devoted to isolating those options favoured by the PARC members from those that received little to no support. Additionally the results of the Public Meeting survey were shared with PARC members ([Appendix 8](#))

The PARC met for the second working meeting of February 2, 2017. At this meeting a plenary discussion was lead around the remaining options of interest as well as new options proposed by the PARC up to option 30. At the conclusion of the meeting all PARC members were surveyed and asked to put forward all options they favoured. This produced a list of 14 options.

The third working meeting was held on February 9, 2017. An additional working meeting on February 16th was confirmed at the request of PARC members. Superintendent of Business Lucy Veerman shared financial implications related to Option 19 ([Appendix 9](#)) and answered questions from PARC members.

A consultant's report on the cost to bring all seven schools into Accessibility compliance (AODA) was also shared and reviewed with PARC members ([Appendix 2](#)). PARC members then worked in their school pairings to evaluate the 14 remaining options against the PARC Framework ([Appendix 7](#)) using the headings "Criteria Met" and "Criteria Not Met". They also could add suggestions of questions on sticky notes beside each option. At the conclusion of the night each PARC member was given 3 stickers to place beside the options they favoured as part of a "dotmocracy" exercise. Options 4, 7, 19, 23 and 28 emerged as favoured options by the PARC. Supplementary requests to bring back Option 3 were also noted in the suggestion columns based on PARC members deepening understanding of the remaining options and their recent tours of all school sites.

The fourth working meeting was held on February 16, 2017. In advance of the working meeting Board staff examined the remaining six options and to address outstanding questions or concerns with the remaining options. These amended options were presented to the PARC as Options 3b, 4b, 7b, 19b, 23b, 28c. PARC members worked in three small groups clustered by school to further evaluate the six options and look at possible enhancements or improvements to each option. Following the fourth meeting an additional meeting was scheduled on March 21st for PARC members based on a consensus request.

The fifth working meeting was held on March 21, 2017. IPSOS shared some of the quantitative results of the community survey noting that 1611 surveys were completed. Four course selection sheets from HDSB Secondary Schools were also shared with PARC members to illustrate the challenges of offering breadth of course selections (especially for Grades 11 and 12). Following this, a plenary discussion occurred around the student experience that would result for the 6 remaining options. Each PARC member spoke on each of the remaining options. General themes were captured in favour and opposition to each of the three options discussed (Option 3c, 4b, and 7b). The remaining three options would be discussed on March 23, 2017.

The sixth working meeting was held on March 23, 2017. The meeting resumed with the plenary discussion of Options 19b, 28c, and 23d. Upon conclusion of the discussion, PARC members agreed unanimously to remove Option 19b from their options being considered given its similarity to Option 28c, and PARC members' preference for Option 28c. The topic of innovative options was also addressed through discussions. PARC members expressed a desire to further explore these Options to improve the feedback offered as part of a no closure option (Option 7b). IPSOS shared further qualitative results from the Community Survey. At the conclusion of the meeting, revised PAR timelines were shared with the group. These timelines saw the release of the Director's Final Report delayed until April 21st. Given this a majority of PARC members agreed to one final meeting to further explore innovative enrolment solutions on Monday March 27, 2017.

The seventh and final working meeting was held on March 27, 2017. Board Staff shared innovative ideas that have been implemented in schools in addition to those explored in advance of the PAR process. Board staff indicated they did not see a single option, or slate of options that would address the two reasons the PAR process was initiated; more than 1800 empty pupil places and

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equity of program options. PARC members entered a lengthy discussion and shared a number of ideas that staff recorded. The meeting concluded with the sharing of agreed to implementation principles that the PARC wanted considered in the implementation of any of the five remaining options. The Chair and Ad Hoc Trustee thanked all PARC members for their time and dedication.

Summary of Remaining PARC Options:

The PARC started with the understanding they were not entering a consensus-based process and were not compelled to arrive at a single recommendation. The PARC concluded the process divided on the relative merits of five remaining options: 3c, 4b, 7b, 23d and 28c. For each of those options, the rationale and feedback is listed below.

Option 3c: Nelson High School closes with program changes to Burlington Central High School, Robert Bateman High School and Dr. Frank J. Hayden Secondary School

Rationale:

- stable long term boundaries
- utilization between 94% and 101% offers better equity of program opportunity
- bussing 364 more students

Feedback:

- concerns with Orchard students attending
- concerns re: use of Nelson community track
- significant changes from Grade 8 - 9 feeder schools
- Pearson seems to steadily decline over time
- Aldershot still a very small school
- Hayden community desire grandparenting...desire to stay

Option 4b: Robert Bateman High School closes with programs added to Nelson High School, Lester B. Pearson High School

Rationale:

- positive impacts on cohorts
- utilization 91% to 97%, though unevenly achieved
- 262 more students bussed

Feedback:

- enrolment 61% at M.M. Robinson, Aldershot small at 457
- enrolments for Pearson are too high; need to relocate a program
- capital costs to relocate Programs at Robert Bateman (could this be delayed to 2019 if needed)
- long-term viability of the option in question...may require a boundary review

Option 7b: No school closures, boundary changes to Dr. Frank J. Hayden

Rationale:

- addresses Hayden, improved MMR and Pearson enrolments
- 131 more students bussed
- no closure preserves community schools as they are currently

Feedback:

- overall over 1500 pupil places remain (questions if stable)
- utilization rates 74% and 80%
- some new cohorts split
- operating and staffing costs remain
- concerns re low numbers or utilization at Aldershot, MMR and Bateman
- concerns re Orchard families attendance patterns
- requires innovative ideas to address occupancy rates

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Option 23d: Robert Bateman High School and Lester B. Pearson High School. Program change to Dr. Frank J. Hayden Secondary School

Rationale:

- utilization rates between 102% and 109%
- long term viability in all schools (lowest utilization is 80% at Aldershot)
- 286 additional students require bussing

Feedback:

- capital costs to relocate specialized programs at Bateman (could this be delayed to 2019 if needed)
- single FI site in North Burlington
- Nelson quite high/Aldershot a bit low...is there balance to look at

Option 28c: Burlington Central High School and Lester B. Pearson High School close. Program change to Dr. Frank J. Hayden Secondary School

Rationale:

- no Capital costs required
- utilization between 94% and 101%
- stronger FI numbers as offered in 3 vs. 4 schools

Feedback

- PAR needed for Elementary
- 602 additional students bussed
- geographic gap in school proximity in south Burlington (11 km)
- Aldershot over-capacity (redirect ESL)
- Significant Grade 8 cohorts split or moving

Recommended Implementation Principles

- grandparenting (when appropriate)
 - or choice for families/or fast track
 - Grade 11/12 together
- staffing considerations to ease transitions of Special Education students as needed (especially those in the Community Pathways Program)
- comprehensive Integration plan for students moving schools
- capital projects have flexible timelines
- PARC members considered to be part of Integration Committees
- transportation plan to ensure HSTS has sufficient drivers to new routes

Public Meetings

Halton District School Board and Ministry of Education PAR Policy calls for a minimum of two public meetings throughout the PAR process. On December 8th the first public meeting was held to gather public input on the aspects of the PARC framework most valued by the community. The meeting, facilitated through IPSOS engaged the audience in a series of questions related to the PARC framework and asked them to rate the relative importance based on a 5 point scale. A full report was provided to the PARC members ([Appendix 10](#)).

Two additional public meetings were held on Tuesday February 28, 2017 and on Tuesday March 7, 2017. These meetings offered members of the public an opportunity to learn more about the six (6) remaining options and ask questions of Board staff around the implications of each option as it related to Human Resources, Planning, Finances, Program, Special Education, and Facilities. More than 400 attended on February 28th meeting and close to 700 attended on March 7th. All attendees were invited to complete an online survey seeking opinion on the six remaining options.

Supplemental Information Sessions

At the announcement of the PAR process Director Stuart Miller committed to host information sessions at each of Burlington's seven secondary schools. The seven information sessions offered the public data and insights around the enrolment and program challenges faced by the Halton

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District School Board currently and into the future ([Appendix 11](#)). All seven sessions offered parallel information and one of the sessions was recorded and posted on the Halton District School Board website for those who were unable to attend in person.

The sessions were held at the following schools with the dates listed:

Tuesday November 1, 2016: Robert Bateman High School (6 p.m.) & Nelson High School (7:30 p.m.)

Thursday November 3, 2016: Aldershot High School (6 p.m.) & Burlington Central High School (7:30 p.m.)

Monday November 14, 2016: Lester B. Pearson High School (6 p.m.) & M.M. Robinson High School (7:30 p.m.)

Tuesday November 15, 2016: Dr. Frank J. Hayden S.S. (6 p.m.)

Online Q&A Hosted by Director

On Monday November 21, 2016 Director Stuart Miller, along with General Manager of Planning Dom Renzella, hosted a live online Q&A to allow all members of the public an opportunity to have questions about the PAR process answered.

On this night 257 questions were submitted. Those questions not able to be answered during the live broadcast were answered and posted on the Q & A on the Halton District School Board website ([Appendix 12](#)). A video of the event was also recorded and archived on the Halton District School Board website.

Student Survey

A Student Survey was conducted by the Halton District School Board Research Department between November 28, 2016 and December 9, 2016 across all seven Burlington Secondary Schools to engage student voice early supplementary to the process. Response rates were 3369 students or 62% of all students. Students were asked a variety of questions rooted in the 13 factors of the PARC Framework, additionally, they were able to offer open-ended responses. ([Appendix 13](#))

Community Survey:

Supplementary to our PAR procedure, the Board contracted IPSOS to conduct a community wide survey of the remaining six options ([Appendix 8](#)). Two Public Meetings were hosted to offer background and answer questions on the six remaining Options the PARC was considering. Following the public meetings, IPSOS opened the window for the completion of the web-based survey. 1611 surveys were completed with an average completion time of 21 minutes. The survey was open to all Burlington residents to complete prompting concerns over potential irregularities in the data. IPSOS was able to track completion of surveys via IP addresses and found no significant concerns with select members of the community flooding the survey through multiple responses.

Staff Survey

A Staff Survey was developed by the Halton District School Board Research Department requesting input/ideas from all Burlington Secondary School school-based staff (e.g., custodial, secretarial, educational assistants, teachers, administrators). The voluntary survey provided an additional opportunity for staff to contribute thoughts, ideas, and questions for further consideration to the problem solving process. More than 150 open-ended responses were collected during the first two weeks of January (January 7-20, 2017), with many responses offering multiple ideas and perspectives. ([Appendix 14](#)).

PAR Communications

In accordance with Board Policy – Pupil Accommodation Review, the Board developed an extensive communications strategy in order to ensure that the community was continuously informed throughout the process. All information and accompanying resources relevant to the accommodation review were compiled and posted on the Board's PAR website for ease of public access.

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A link to the Burlington Secondary School Program Accommodation Review web page was linked directly off of the Halton District School Board home page through a prominent banner. The PAR website was updated on a regular basis throughout the process. Board reports, policies, presentations and meeting materials (e.g., agendas, minutes) were posted on the PAR website.

Notices of the initial public information sessions at each of the schools under review, as well as the public meetings in February and March were conducted through the Board's PAR website, advertisements in local community newspapers, home notification email reminders, as well as social media. All public meeting notices included the date, time, location, and purpose for the meeting.

Signage was displayed in prominent locations on the exterior of each of the Burlington secondary schools to increase awareness these schools were under a Program and Accommodation Review and information could be located on the Halton District School Board website. A variety of means were used to communicate to all stakeholders groups. This included the use of home notification messages to Burlington parents, newspaper advertisements, news releases, as well as the use of social media (e.g., Twitter, Facebook). A summary of communications conducted throughout the process can be found in [Appendix 15](#).

Special Delegation Evenings

The Halton District School Board designated two evenings to hear public presentations and delegations regarding the Burlington PAR. In accordance with its by-law, the two evenings represented a variety of perspectives, with 24 delegates presenting on Monday, May 8, and 30 delegates presenting on Thursday, May 11, 2017 for a total of 54 delegates. The Board approved additional delegations on Thursday evening to accommodate registrants who had submitted a delegation request.

Fiscal Considerations of Pupil Accommodation Review

The PARC Framework identifies "*Fiscal Responsibilities*" as a consideration with respect to the school or groups of schools being studied. Accordingly, consideration would include the impact on revenue, operating expenditures, capital expenditures, and regulations dealing with the disposition of properties.

Revenue

The Ministry of Education allocates funding to school boards using a model that is based on enrolment and the needs of students in each board. For 2016/2017, the HDSB expects to receive 90.6% (approximately \$645 million) of total operating revenue from the Ministry of Education through the Grants for Student Needs (GSN) funding allocation.

At a high level, the GSN has two major components that each account for about a half of the GSN's funding:

- 2 Foundation Grants, which cover the basic cost of education common to all students and schools, which are largely driven by enrolment multiplied by cost per student, and the school administration cost for each school; and
- 13 Special Purpose Grants, which address the unique needs of students, schools, and school boards. These special purpose grants allow the GSN to meet the test of equity and fairness by responding to factors such as: board demographic profiles, individual school location, specific program take-up, and student special equipment needs.

Since the majority of GSN allocations are based on enrolment, the impact of the recommendations would not result in a significant reduction in revenue since the assumption included in this report is that the number of students attending HDSB schools would remain constant. The GSN allocations that would be impacted are:

- School Foundation Grant – funding to support the costs of in-school administration and leadership. This Formula is based on the number of school locations within the board and enrolment.

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- Pupil Accommodation Grant (School Operations and School Renewal) – School Operations allocation addresses the cost of operating school facilities (heating, lighting, maintaining, and cleaning). It includes various components including an allocation of Base School Operations (based on a per pupil amount) and a Top-Up allocations and Adjustment Factor Calculations. The School Renewal Allocation addresses the costs of repairing and renovating schools.

In 2014-2015, the Ministry introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives and supports for boards to make more efficient use of school space. The introduction of SBEM established that the goal of promoting more efficient use of school space is an important priority for the government. As many education stakeholders have told the Ministry through the annual GSN consultations, the current approach to managing school space, which diverts significant funding to support underutilized space, is fiscally unsustainable.

As part of this transformation, the Ministry has eliminated Base Top-up Funding (Funding provided for eligible schools to support the operation and maintenance of facilities where enrolment is less than capacity.). This change in the School Facility Operations and Renewal Grant will be phased-in over three years and will be completely eliminated in 2017-2018.

The Ministry does recognize an age factor (over/under 20 years of age). This factor, which only applies to the School Renewal Allocation, recognizes higher renewal costs for schools that are 20 years or older. This funding is used to address the substantial costs school boards incur to maintain aging facilities.

In reviewing the formula, as secondary schools are closed, the Board funding will be impacted due to adjusted age factor and the School Supplementary Area.

Operating Expenditures

In 2016-2017, operating expenditures for the Halton District School Board total approximately \$700 million. Of this amount, operating expenditures supporting instruction in the classroom represent 78.1%; pupil accommodation expenditures (school operations maintenance and renewal) represent 9.2%; transportation expenditures represent 2.2%; and other expenditures represent 10.5%.

In order to assess the financial considerations, Board staff have reviewed the impact of the draft recommendations on staffing, facility operating costs, and transportation. Since assumptions are an integral part of any financial costing, Board staff has also identified the assumptions used in assessing each of these areas:

- Overall Board enrolment will not be impacted although there would be a redistribution amongst the remaining schools
- Financial costs are based on the 2015-2016 budgeted expenditures
- Teacher staffing is based on a redistribution of enrolment
- Transportation parameters consistent with respect to student eligibility and existing methodology used to assign routes/vehicles

Staffing/Salaries

Teacher staffing for secondary schools is determined based on Ministry of Education class size requirements, collective agreement parameters, and additional Board allocations to support program needs. This category also includes non-classroom teaching staff such as Librarians, Guidance Counsellors and Department Heads. In order to assess the impact of the PAR recommendations regarding teacher staffing, teacher allocations were recalculated based on the redistribution of students amongst the remaining applicable schools.

School support staff includes Principals, Vice-Principals, Clerical and Caretakers and are site specific.

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Facility Operating Costs

Includes facility operating cost such as utilities, snow removal, surveillance, supplies, cleaning, maintenance, waste collection, vandalism and insurance.

Transportation

The Board Transportation Policy identifies the criteria used to determine eligibility for student transportation. Halton Student Transportation Services (HSTS) is responsible for planning school bus routes for the Halton District School Board and the Halton Catholic District School Board.

HSTS plans the school bus routes for the Halton District School Board and the Halton Catholic District School Board in the most effective and efficient manner possible. This is achieved in a number of ways;

- by sharing bus runs, students from both Boards ride the bus at the same time;
- by sharing routes, the school bus services schools from both school Boards. For example, the bus may pick up secondary students for the Halton DSB first, once they are dropped off the bus then picks up elementary students for the Halton Catholic DSB, once those students are dropped off the bus picks up elementary students for the Halton DSB. The afternoon would be a similar mix of schools/Boards.

Projected Summary of Operational Financial Considerations

The following summary identifies the projected operational increase and/or decrease of revenues and expenditures for the following Scenarios: Options 7B, 3C, 4B, 28C, 23D and 23E.

	Scenario 7B	Scenario 3C	Scenario 4B	Scenario 28C	Scenario 23D	Scenario 23E
Projected Revenue (Increase) Decrease						
Grants for Student Needs						
School Foundation Grant	\$ --	137,000	137,000	274,000	274,000	274,000
Pupil Accommodation Grant	\$ --	(219,000)	180,100	462,600	378,600	378,600
Revenue (Increase) Decrease	\$ --	(82,000)	317,100	736,600	652,600	652,600
Projected Expenditures (Increase) Decrease						
Salary Savings						
Teachers	\$ --	(212,500)	(212,500)	(382,500)	(340,000)	(340,000)
School Support	\$ --	(644,600)	(655,800)	(1,255,600)	(1,266,800)	(1,238,800)
	\$ --	(857,100)	(868,300)	(1,638,100)	(1,606,800)	(1,578,800)
Facilities (Operational)	\$ --	(531,300)	(736,400)	(1,069,100)	(1,245,200)	(1,245,200)
Transportation	\$ --	242,000	224,000	245,000	123,000	31,600
Expenditure (Increase) Decrease	\$ --	(1,146,400)	(1,380,700)	(2,462,200)	(2,729,000)	(2,792,400)
Projected Net Financial Operational Cost (Savings)	\$ --	(1,228,400)	(1,063,600)	(1,725,600)	(2,076,400)	(2,139,800)

Ontario Regulation 444/98 - Disposition of Surplus Real Property

When schools are closed, school boards can declare these properties surplus to the board's needs. Once that has been declared, school boards can offer these properties for sale or lease.

In doing so, school boards are required to follow the requirements set out in Ontario Regulation 444/98 - *Disposition of Surplus Real Property* (O. Reg. 444/98).

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Under this regulation, school boards are required to first offer surplus property for purchase or lease to a list of preferred organizations. This has to happen before the property can be sold or leased on the open market, and helps to facilitate the property remaining within the public sphere where there is a need and a financially viable proposal. When school boards choose to sell or lease a surplus property, they will provide notification to the preferred organizations in the jurisdiction in which the surplus property is located.

Amendments to Ontario Regulation 444/98

On May 5, 2016, O. Reg. 444/98 was amended by the Ministry of Education to respond to recommendations made in the report *Community Hubs in Ontario: A Strategic Framework and Action Plan*. The amendments are intended to improve opportunities for public organizations to participate in the process that school boards undertake when selling or leasing surplus schools.

The Ministry's two key amendments result in an expansion to circulation timelines and an expansion of eligible public organizations.

These amendments came into effect on September 1, 2016.

1. Extension of Circulation Timelines

Organizations receiving notification of surplus property sale or lease will have 90 days to submit an expression of interest, following which organizations that submitted an expression of interest will have an additional 90 days to submit an offer.

Expressions of interest must be in writing and signed by a person representing the entity with the appropriate authority to do so. In addition, expressions of interest must include the property description and the name of the organization(s) expressing interest, as well as the name of any referring organization.

Certain organizations listed in the regulation have the opportunity to refer notifications of surplus property disposition to organizations within their purview. In particular, this applies to District Social Services Administration Boards/Consolidated Municipal Service Managers, children's mental health lead agencies, Local Health Integration Networks, and First Nation and Métis Organizations. If two or more of the same type of organization make offers, their priority may be determined by the listed organization that referred the notification. If the referring organization does not identify the priority of offers from its member organizations in cases where two or more offers are submitted, the member organization that offers the highest price has priority.

O. Reg. 444/98 does not stipulate the contents of an offer; however it is common and best practice for the disposing board and the interested organization to commission their own appraisals in order to determine the fair market value of the surplus property.

2. Expansion of List of Public Organization:

This amendment expands and reprioritizes the current list of public organizations to receive notification of surplus school board property sale or lease. School boards will now be required to circulate surplus school properties that they want to lease or sell to six additional groups of public entities.

Starting September 1, 2016, boards are required to circulate notification of surplus property sale or lease simultaneously to the following **prioritized** list of public organization before the property can be sold or leased on the open market.

New public entities that are being added to the circulation list are italicized below.

1. Coterminous school boards
2. *Agencies accommodating Section 23 programming*
3. *District Social Services Administration Boards (DSSABs) or Consolidated Municipal Service Managers (CMSMs)*
4. Public colleges
5. Public universities

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6. *Children's mental health lead agencies*
7. *Local Health Integration Networks (LHINs)*
8. *Public health boards*
9. Provincial government (The Crown in Right of Ontario)
10. Lower-tier municipalities
11. Upper-tier municipalities
12. Local service boards
13. *First Nation and Métis Organizations*
14. Federal government (The Crown in Right of Ontario)

For additional information, please consult the amended O. Reg. 444/98, using the following link: www.ontario.ca/laws.

Proceeds of Disposition - Ontario Regulation 193/10 Restricted Purpose Revenues

Proceeds of Disposition (PODs) are generated when boards sell school facilities or properties that the board has declared surplus. The process for selling surplus school board properties is governed by Ontario Regulation 444/98 Disposition of Surplus Real Property.

Addressing the renewal needs of schools is a Ministry of Education priority. Now that most of the schools in the province have had condition assessments completed, the Ministry would like to ensure boards have the capacity to best support the identified five-year renewal needs of schools and keep schools in a good state of repair. Though the \$1.25 billion in new SCI funding over three years announced in the 2014 budget will contribute significantly to address renewal issues, there is still a backlog of deferred replacement work that needs to be addressed.

Ministry of Education POD Policy Revision - 2015

The revision to the POD policy in 2015 incorporated a number of changes to the use of PODs and its expenditure requirements. The revised policy is as follows:

- 1) PODs must be used for the repair or replacement of components within a school.
- 2) For components, boards are to follow the expenditure requirements set out in the School Condition Improvement (SCI) policy. Through this policy boards are to spend a minimum 80% of their POD to target key building components and systems, with the remaining up to 20% addressing other locally identified renewal needs. Boards are expected to report their expenditures through the TCPS database. Boards will not need to seek Ministry Approval to Proceed for school component repair or replacement using POD.
- 3) Boards will not be required to contribute PODs to Capital Priority projects unless the board identifies PODs as a source of funding for that project.
- 4) Boards can use PODs to replace a school due to poor condition, but the board must submit the project through the Ministry's Capital Priorities process.
- 5) Boards requesting to use PODs for purposes that fall outside of the SCI expenditure requirements may request a Minister's exemption to O.Reg 193/10.

Facility Considerations

The Facility Services department has identified features of each school that may have to be replaced or modified as a result of the final decision from the Burlington secondary school Program and Accommodation Review.

Some school features may have an effect on the community users more than on the Board's ability to deliver program (e.g., swimming pools, although used by schools, are not a requirement and are not currently at all Halton secondary schools). While there may be a benefit to having a swimming pool attached to the school, there are other methods of meeting the needs currently provided by the pool. The indoor pools located within schools in Burlington are owned by the Halton District School Board but are operated by the City of Burlington under an operations agreement.

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Theatres/auditoriums are also not at every school but all schools do have a venue to meet the need of the program requirement of the dramatic arts program. The final implementation plan for the movement of programs/students and staff will determine the level of need for these features.

The following is a list of the features listed by school that will need to be addressed:

SCHOOL	FEATURE
Aldershot High School	Swimming pool – lap pool Auditorium – fixed seat, sloped floor
Burlington Central High School	Auditorium – fixed seat, sloped floor Weight room – large area
Nelson High School	Auditorium – fixed seat, sloped floor Weight room – former shop Stadium – running track and turf field
M.M. Robinson High School	Swimming pool, hot tub and splash area Community Pathways Programs Technological Education Facilities Weight room
Lester B. Pearson High School	Nursery school City of Burlington use of gyms
Robert Bateman High School	Swimming Pool - lap pool, gallery Special Education program expansion Technological Education Facilities Food/hospitality program Community Pathways Programs Childcare
Dr. Frank J. Hayden School	Turf playing field <i>Note: due to a shared facility use agreement with the City of Burlington, access exists to the public library, gymnasiums and sports fields</i>

Robert Bateman High School

There are a variety of technological education program spaces at Robert Bateman High School. Many of these spaces were created as a result of the consolidation of Lord Elgin High School and General Brock High School in 2004. These specialized instructional spaces include areas such as hospitality and food services, manufacturing, wood working and construction, personal services, communication technology, automotive repair and autobody. These areas may need to be reproduced where they do not currently exist at M.M. Robinson High School and/or Nelson High School.

One of these areas, the food services program, is used to prepare and serve lunch time food to students at Robert Bateman High School. The facility is equipped with a number of specialized instructional spaces to facilitate this model. While this model has served Robert Bateman High School well, this model will likely change to have more focus on required program elements of baking, chef training and hospitality services rather than the bulk food production over the lunch hour and as such will not likely require an identical setup to what currently exists at Robert Bateman High School.

Technology areas are generally large shops equipped to meet the needs of a specific program. Program specific equipment impacts the cost of these rooms. Typical estimated costs are based on the equipment required within the physical space and whether a new physical space must be built first to house the program or whether the program can run out of an existing space.

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Estimated costs are shown below:

Automotive repair	\$1,500,000	(newly built space and equipment)
Autobody	\$1,500,000	(newly built space and equipment)
Wood/Construction	\$1,000,000	(newly built space and equipment)
Manufacturing	\$1,500,000	(newly built space and equipment)

Food services elements:

Baking lab	\$220,000	(renovated space)
Chef training	\$665,000	(renovated space)
Servery and seating	\$1,000,000	(renovated space)
Equipment	\$650,000	(reuse of existing equipment would reduce this estimate)
Kitchen venting / hoods	\$ 65,000	(renovated space)
Addition to existing building	\$1,400,000	

Note both Nelson High School and M.M Robinson High school currently have existing technological education facilities. Each of the areas identified above does not need to be reproduced at each site. Nelson High School also contains a small greenhouse which may be an asset in establishing a horticulture and/or landscape program.

The Special Education area currently uses space that was not purpose built but has been modified to meet growth needs over several years. The area currently used is 11,000 square feet. Any new design for either one or two locations would have a combined cost estimate of \$2 million.

Lester B. Pearson High School

Lester B. Pearson High School does not have any specific areas that would have to be replicated. There is an existing operating agreement with the City of Burlington for a portion of the building that will have to be addressed.

Accessibility

A specific assessment of each school was done to identify the needs to meet the accessibility guidelines set by the Province and Board. Since all public buildings are to be compliant with the AODA guidelines by 2025 there will be a need to modify any/all of the remaining schools to some level.

The details of the site-by-site requirement are available in [Appendix 2](#). All of the schools have some need for modification in the area of accessibility. While the public places standards are on one level of compliance, the Board generally exceeds these standards to enable students to be as independent as reasonably possible in an existing building.

Renewal and Maintenance

Renewal and maintenance needs of the schools were reviewed several times during the PAR process. Although each facility has a different level of need, all schools will exhibit needs during the term of their use as a school. The current five year assessment of the schools could be very different if a different five year period of time was selected for the comparison period. Generally facility condition or maintenance need is not the most significant factor upon which to make closure decisions. Funding for renewal of schools has been provided by the province in grants based on enrolment. Age and size of buildings is also factored in the grant calculations. It is expected provincial funding will continue but there is no confirmation of funding levels.

The public had questions about the projected needs and costs reported to them. The Board shared several reports from several sources. The Ministry of Education has established a common data base for this condition reporting process but has recently changed the software. The software used by the Ministry is Altus TCPS and VFA; both sets of data were provided and reviewed.

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An additional focus of information was the Facility Condition Index (FCI), a Ministry of Education process to report on the condition of each school. FCI is a ratio of the needs of a facility compared to the facilities replacement cost. While any time period could be used, the most common is five years of outstanding needs expressed as cost and compared to the benchmark value of a replacement school.

The five-year timeframe can impact this calculated ratio and the specific projects that fall in or out of that time period. While the replacement value is based on the Ministry of Education benchmark (for costs and size) the “needs” are estimates of components that already exist in the buildings. Components of the building that are not present (i.e. air conditioning, elevator etc.) are not assigned a cost, thus the needs may never add up to 100% of a new building. This is particularly true in older buildings where elements of the facility are not present and therefore no cost implications are added to the ‘needs’ portion of the calculation.

Community Planning and Partnerships:

The Board is committed to working closely with other entities to the benefit of the boards, students and the community and to optimize the use of public assets owned by school boards. As such, prior to the initiation of this Program and Accommodation Review (PAR), the Board was required to indicate any relevant information obtained from municipalities and other community partners, including any confirmed interest in using underutilized space.

On June 22, 2016, the Board held a public meeting at J.W. Singleton Education Centre to provide community partners as well as members of the public a list of schools available for community partnerships. The list of schools is derived from the 2015-2016 Long Term Accommodation Plan (LTAP), which was approved by the Board on May 4, 2016.

The list of schools was determined based on criteria set by the Board’s Community Planning and Partnerships policy, which include:

- a) Projected 200 or more excess pupil places and/or 60 per cent utilization or less for 2 years;
- b) Ability to identify and create distinct and contiguous space within a facility, separate from the students;
- c) Space not required for Board programming or other uses;
- d) Appropriate access to the space;
- e) Parking availability;
- f) Zoning and site use restrictions;
- g) Facility condition;
- h) Other criteria as appropriate.

From the seven secondary schools included in this PAR, five secondary schools met the Community Planning and Partnerships criteria and are available for community partnerships, which include, Burlington Central, Lester B. Pearson, M.M. Robinson, Nelson and Robert Bateman High Schools. In addition, the elementary portion of the Aldershot facility is also identified for community partnerships.

The June 22, 2016 public meeting was advertised through local newspapers, news release, Twitter, as well as notifications to each community partner listed in the Board’s Community Planning and Partnerships Notification List at the time of the meeting. Individuals representing nine organizations attended this meeting, including the City of Burlington. Staff presented information regarding the Community Planning and Partnerships policy, list of partnership opportunities, and process for expressing interest. Following the meeting, interested partners were also provided the opportunity to meet with Board staff to discuss any partnerships on an individual basis.

To date, Board staff have held preliminary discussions with two community organizations regarding potential partnership opportunities in Burlington secondary schools; however, no formal expressions of interests have been submitted to the Board. In addition, Board staff have met with staff from the City of Burlington following the initiation of the PAR, who have indicated that the City of Burlington

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may examine the potential for partnerships in Burlington secondary facilities upon completion of the PAR. Therefore, no viable community partnerships have been proposed to the Board through the Community Planning and Partnerships process that would utilize available space at secondary schools in Burlington and impact the options currently under review in this PAR.

Consolidation Funding

As part of the School Board Efficiencies and Modernization initiative in 2014, the Ministry of Education announced funding for the School Consolidation Capital (SCC) program over four years to support school boards in the effective and efficient management of excess capacity. Under the previous round of the Ministry's School Consolidation Capital (SCC) funding program, eligible projects for funding consideration include:

- Projects where two or more schools are consolidated into one new facility;
- Additions and/or major renovations to existing schools to accommodate enrolment from closed schools; and,
- Right-sizing existing schools for other uses including child care and child care and family programs and Community Hubs.

In addition, the Ministry will consider funding to replace child care and child and family program rooms that may be lost due to school closures or funding to address demand in new schools as a part of a consolidation project. Support of the Consolidated Municipal Service Manager (CMSM)/District Social Services Administration Board (DSSAB), which is the Halton Region, is required for these funding requests.

For the 2017 round of funding, the Ministry of Education announced details regarding requests for submissions under the SCC funding program in December 1, 2016, with a submission deadline of January 24, 2017. The Ministry required that any submissions related to Program and Accommodation Reviews to have a final trustee decision by March 24, 2017. As such, the Board did not submit any business cases to the Ministry under the 2017 round of the SCC funding program. The Ministry has indicated their aim is to make announcements regarding funding decisions in early spring. Based on past funding announcement timelines, the Board expects the Ministry to follow similar timelines for the 2018 round of SCC funding.

The Board can also apply for funding for school consolidation projects through the Ministry of Education's Capital Priorities program. Under this funding program, eligible projects for funding include those that reduce excess capacity in order to decrease operating and renewal costs and address renewal needs backlogs. These projects may also improve program offerings, accessibility or energy efficiency.

For the previous round of Capital Priorities funding, the Ministry of Education announced details regarding requests for submissions in May 26, 2016, with a submission deadline of July 15, 2016. The Ministry required that any submissions related to Program and Accommodation Reviews to have a final trustee decision by August 5, 2016. The Ministry announcements regarding funding decisions were made in October, 2016. Based on past funding announcement timelines, the Board expects the Ministry to follow similar timelines for the 2017 round of SCC funding.

Under both funding programs, the Board must submit business cases to the Ministry of Education by the funding deadline and all requests for funding for capital projects are evaluated by the Ministry of Education on a case-by-case basis. However, there is no guarantee of funding approval.

Staffing:

Secondary Staffing – General Overview

The great majority of the Board's funding comes from the Grants for Student Needs (GSN), also known as the Ministry of Education's funding formula. There are various staffing lines in the GSN, depending on the employee group in question. Some of these staffing numbers are based on

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student enrolment, and some are based on other factors such as the number of schools, or on an identified subset of students, such as English Language Learners, First Nations, Metis and Inuit students or Special Education Students. The following outlines the broad classifications of staffing within secondary schools.

Classroom Teachers, Non-Classroom Teachers and Administrators

For teachers, the GSN bases classroom teacher funding on pupil enrolment and a class size of 22:1. In general, these calculations create a total Board allocation of secondary school teachers. The Board then allocates these teachers to individual schools in accordance with individual school enrolments and the option sheets completed by students. The Board also must adhere to the limitations on class sizes per specific program that is enshrined in the collective agreement with teachers.

Challenges Inherent in Staffing Small Schools to Ensure Program Viability

In secondary schools, the course offerings and staffing processes are largely the same; however, due to lower enrolments in a small school, course offerings are limited. Due to higher enrolments in larger schools, more teachers are generated for the school and they are therefore able to offer a larger variety of courses, course types and pathways. Smaller schools must limit course offerings to ensure adequate student numbers in a course, offer alternative year programming to ensure numbers, or direct students to other pathways such as e-learning.

The number of teaching staff in our small schools also reduces the timetabling flexibility and limits course selection to students. As a result of the lower numbers, small schools often have single section courses and with the limited number of specialized teachers the flexibility in developing the school timetable is very restricted. This sometimes results in students' inability to take required courses in the semester they require them.

Under the funding formula, student enrolment is the basis for the allocation of vice-principals and non-classroom teachers. As a result, small schools have enrolments that do not generate funding for many of the administrative and support staff in the school (vice principal, teacher librarian, guidance counsellors etc.) and Boards must fund them outside the Ministry's funding formula.

Clerical, Custodial and Support Staff

Clerical and secretarial staff are generated by school enrolment and the staffing formula is found in the collective agreement. Therefore smaller schools generate fewer clerical and secretarial support staff. Custodial staffing is deployed based on factors unique to each individual school, including the footprint of the building, number of floors, rooms and age of the physical plant. Support staff such as educational assistants, speech/language pathologists, social workers, psychologists and child and youth counsellors are generated through the GSN on a Board-wide basis and are allocated to schools based on need.

Staffing Process - School Closure/Consolidation

Staff such as teachers, support staff and secretarial/clerical staff that are generated based on student enrolment, will be redistributed within the system as the enrolment itself is redistributed within the adjusted school boundaries. If there is a slight overall reduction in staff needed in these positions, this will be accomplished through attrition.

For other staff where staffing is not based on student enrolment, but rather based on the number of physical buildings such as principals, business managers and custodial staff, the Board will first rely on attrition due to resignations and retirements to reduce complement. In the case of the Burlington PAR, there will be ample time between the closure decision and the school closure to attrit staff in these positions. Positions that may become vacant in these areas at the end of the 2016-17 school year may be filled on an interim or acting basis to prevent overstaffing when school closures/consolidation occurs in June of 2018.

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The OSSTF teachers' collective agreement and the Halton Educational Assistants collective agreement each call for the Union and the Board to meet and discuss a process whereby staff at the schools identified for closure will be relocated to existing schools. Considerations during these discussions will focus on student need, specialized programs and seniority.

For other staff, each collective agreement outlines a process to be used in the event of school closure that calls for a redistribution of staff that respects seniority and ensures attrition would be first employed for any staff reductions.

In reconfiguring the overall enrolment of secondary students in the seven Burlington secondary schools to account for the closure of Robert Bateman High School and Lester B. Pearson High School, as well as the French Immersion and other program boundary changes, the overall teacher staffing remains relatively the same, but is shifted to create larger secondary schools, with the exception of Dr. Frank J. Hayden which is facing accommodation pressures.

The regular classroom teaching complement of 13.1 full-time equivalent (FTE) teachers at Lester B. Pearson High School and 26.2 FTE at Robert Bateman High School will shift to create larger secondary school populations. This will provide for approximate increases in the regular classroom teaching complement of 23.9 FTE teachers at M.M. Robinson High School, 22.1 FTE at Nelson High School, 1.3 FTE at Burlington Central High School, and a reduction of 8.4 FTE at Dr. Frank J. Hayden Secondary School.

These additional teachers will allow for more program option offerings and increased timetable flexibility for students. The boundary change at Dr. Frank J. Hayden Secondary School will assist in easing the accommodation pressures at the school. Changes in the location of special education programs, International Baccalaureate and Gifted Programs will also shift enrolments and teachers within Burlington.

There will be an overall reduction of 4.0 FTE in the library, guidance and department head allocations as a result of the closure of two schools. Additionally, there will be a net reduction of 4.0 administrators, 3.3 FTE school office staff, 2 library support technicians, 2 business managers and 4.0 custodial staff. These staff will be reassigned to other schools in Halton in accordance with their collective agreement provisions and the overall reduction in staff will be accomplished through attrition.

Special Education:

Overview

The provision of high quality programming and support for students with special needs is a top priority for the Halton District School Board. The Board recognizes each student as an individual and ensures strategies and programs are differentiated to meet the specific needs of each student. The Board strives to ensure respect for dignity, individualized accommodation, inclusion and full participation in school life for all students. By following these principles the Board is able to ensure all students reach their full potential and experience high levels of success.

Program and Instruction

Most students with special needs receive support so they can attend regular classes in their home schools. The Board also provides a variety of special education programs across all geographic areas of the Board. Programs for students with special needs are designed to meet the needs of groups of students with specific learning profiles. Individual Education Plans (IEPs) are developed for each student to ensure appropriate goals are in place, with accommodations and modifications provided as needed. Curriculum and instruction is differentiated and individualized for each specific student. Some special education programs are ideally located in schools that also offer specific program areas and courses. This is the case with the Community Pathways Program (CPP), Essential level courses and other open level courses like technological education and the arts.

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The Board's Special Education Advisory Committee (SEAC) has stressed the importance of having these programs in the same school to allow students in CPP to access Essential level programming for some of their academics as appropriate as well as other credit courses in optional areas where students have interest and ability ([Appendix 16](#)).

Nelson High School and M.M. Robinson High School will both have a full selection of Essential level courses and Community Pathways Programs that support students on the Community Skills track and the Employability Skills track. At M.M. Robinson High School, courses for Gifted students will also be offered. As emphasized by SEAC, students with special needs in regular courses will receive accommodations, modifications and support as needed in their new school settings.

Staff training:

Highly trained, competent and compassionate staff are essential in the service of students with special needs. The Board ensures staff have the qualifications and experience necessary to work with students with a variety of special education needs. Training is provided on a regular basis in a variety of areas, including but not limited to knowledge of specific exceptionalities, understanding student profiles, development of IEPs, research based instructional strategies, effective use of equipment and technology, maintaining student safety, personal care, and effective behaviour management. Staff training is provided to all staff in all schools based on staff and student learning needs.

Training will be provided for staff new to teaching students in the CPP at Nelson High School. Training will also be provided for staff new to teaching gifted students at M.M. Robinson High School. Staff will be trained to support all students with special needs in regular courses in their new school settings.

Facility Design

Facility design is important in the provision of appropriate learning environments for students with special needs. Appropriate design ensures students can navigate safely and with dignity throughout the school, can access all necessary program areas, can participate in activities across the school, and can easily enter and exit the school and access transportation. Appropriate design also ensures staff can differentiate instruction, can utilize a variety of technologies to enhance teaching and learning, can provide a variety of integration opportunities, and can ensure student safety. Each year design changes occur in a number of schools to meet the changing needs of students in those facilities.

Nelson High School will be renovated to support the CPP and the specific needs of students in this program. The renovation will include, but is not limited to, appropriate learning spaces for all aspects of the Employability Skills and Community Skills pathways, washrooms and private spaces for personal care, up-to-date equipment for lifts and transfers, and fully accessible spaces for programming, support and inclusion.

Resources

Students with special needs benefit from specialized resources to help them access the curriculum. These resources can include personalized equipment, assistive technology, manipulative items, safety and mobility devices, classroom and program materials, personal care items, and individualized items for specific student needs. These resources are provided through the Board budget, and are updated and replaced as needed. Students usually take items specific to their needs with them when they transition between schools.

Nelson High School will have all the necessary resources and equipment required by students to meet their needs and fully participate in the CPP. M.M. Robinson High School will have the necessary resources and materials to provide high quality programming to students in Gifted courses. All schools will have the resources needed to support students with special needs in regular courses in their new school settings.

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Program Location

The Board endeavors to provide all special education programs within each geographic area of the Board -- Halton Hills, Milton, Burlington and Oakville. This ensures that students can access the programs they need while only being transported for a reasonable period of time. It also keeps students close to home so parents/guardians can more easily partner with the school, students can more conveniently attend appointments outside the school, community agencies and programs are more accessible, community partnerships can flourish, and students have integration opportunities within their home communities.

As communities grow so often does the need for more locations for each program. The Board regularly evaluates the need for self-contained classes and other programs in each area and opens, moves or closes these classes and programs based on demand and student location, as per the Self-Contained Classes Administrative Procedure ([Appendix 17](#)). SEAC identified the more locations available in each area, the shorter the transportation time and the more inclusion for the students.

Nelson High School and M.M. Robinson High School will both offer CPP, Essential level and Gifted programming. The location of all of these programs in schools north and south of the QEW will make them more accessible to all students who require this programming in Burlington.

Transportation

The provision of transportation allows students with special needs to attend the program that best meets their needs within their geographic area in Halton. Students are transported safely in vehicles matched to their personal needs. Drivers are specially trained to know the needs of each student, how to load and transport each student, and how to respond and support each student in the event of an emergency. Every effort is made to minimize transportation times within the resources of the Board so students get to and from school quickly and safely. When students transition to another school, transportation routes and times are adjusted accordingly.

With Nelson High School and M.M. Robinson High School both offering CPP, Essential level and Gifted programming, transportation times will be reduced and reasonable for all students who require access to this programming in Burlington.

Transitions

All students undergo various transitions during their time in school. Those transitions can occur during each school day and week, between terms and semesters, between primary and middle school, and between elementary and high school. Each transition is planned in order to meet the needs of the individual student and to ensure the transition occurs as smoothly as possible. For some students with special needs, transitions can be more difficult and require more time for adjustments to occur. Thorough planning and execution involving students, parents/guardians, staff and community agencies can help ensure transitions occur successfully. **Attention also has to, and will be paid to the creation, fostering and development of a welcoming culture in the receiving schools. This is a priority.**

Every school year self-contained classes and programs are opened, moved and closed to meet the accommodation needs of students with special needs in the Halton District School Board. These transitions occur successfully as schools and staff are well equipped to support these changes for students and families. The transition of a large program such as the Community Pathways Program from one high school to another will receive support from the Student Services Department to help with planning for this program move and the individualized support of each student and family, as recommended by SEAC.

The transition of the CPP from Robert Bateman High School to Nelson High School will require careful planning for each individual student and for the program as a whole. With the anticipated completion of the renovation work at Nelson High School before June 2019, students and families will be able to visit the school several times as part of this transition process.

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Students in the Gifted program who will be attending M.M. Robinson High School will be able to visit the school to become oriented to the learning environments in preparation for the following school year. Students with special needs, **including all exceptionalities**, will have transition plans developed to support their move to their new school settings.

Programs

Key Factors Impacting Program

As mentioned earlier in this report, program in its broadest sense, and ensuring all students in Burlington have access to a wide variety of high quality program, was a significant impetus in undertaking a program and accommodation review. This section outlines the key factors impacting program in secondary schools; a list of specialized program areas that were considered in making school closure recommendations, and specific actions required to ensure quality program is maintained and enhanced in Burlington schools.

Equity has been and remains a significant focus of the Halton District School Board. Related to programs in Halton District School Board high schools, equity means that students regardless of the school they attend, are provided with the opportunity and choice to take courses and be involved in other in school experiences they require to support their post-secondary pathway. These opportunities should be readily available in the student's home school and ideally would not necessitate a student having to alter their pathway plan to pick up desired courses or experiences through alternative means like summer school, on-line learning or attend another nearby school.

Variety in programs and pathways is essential for all students to be able to tailor their program to their individual learning needs, interests and post-secondary plans. Variety of programs refers primarily to the number and type of different courses that a school is able to run. Secondary schools in the Halton District School Board offer a similar core program consisting of the compulsory courses required for graduation. Schools also offer a variety of courses in the optional areas such as Arts, Technology, Physical and Health Education, Business, Languages, and the Social Sciences and Humanities which provide opportunities for students to explore their passions and potential career interests while still in high school. A wide variety of course selection enhances program opportunities for students.

Pathways are aligned with a student's post-secondary plans following high school graduation rather than specific subjects, courses, or career areas. For example, it is important for our schools to offer enough courses in each pathway (e.g. workplace, university, college, community and/or apprenticeship), so that students are able to take the required courses needed to fulfill the requirements of their chosen pathway. Offering a broad range of courses to complement each post-secondary pathway enhances program opportunities for students.

The breadth of programs and pathways is sometimes impacted by the number of teachers with varied qualifications and training in specialty areas. Teacher specialization generally occurs in larger schools where there are simply more teachers in any given program area. For example, a Science department of seven teachers likely consists of at least one Physics specialist, Chemistry specialist and Biology specialist as well as some general science teachers whereby a smaller Science department of only three teachers may not have teacher specialists in all areas. Similarly, in the area of technological education, specific training and specialization is required in most specialized areas making it virtually impossible to offer many technological education courses without a specialist teacher for that area.

Availability of programming is also an important factor. Even where a required or desired course is offered at a student's home school, there are times when a student cannot take a particular course due to scheduling restraints. These scheduling restraints are more pronounced in smaller schools because there are simply fewer courses of any given type available in the timetable. When this occurs, students sometimes have to choose between a required course and a desired course

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because the course is offered at the exact same time. This is referred to as a 'timetable conflict' and in such cases a student needs to choose between two courses.

Where a student requires the course they are unable to get in their home school, they might consider doing the course online if available, taking the course in a neighbouring school if the timetable of that school can accommodate the student, or taking the course at summer school. These three alternatives are not always ideal and may be a deterrent to a student pursuing or maintaining their post-secondary pathway plan and/or graduating after four years.

Considerations When Moving a Program

For each of the program areas in a secondary school, there are specific requirements for effective program delivery related to staff qualifications, equipment and facility requirements and resources. A program move from one school to another will necessitate a plan to transition the program as well as the students. For example, the movement of a French Immersion or Extended French program to another school would likely necessitate the hiring of French qualified teachers at its new location. The movement of a SHSM program would likely require additional equipment and instructional resources be provided at the new site to effectively deliver this new curriculum. Similarly, the move of the regional Essential program would require a review of the existing facility and program and may require potential modifications and enhancements to the facility to ensure there is a broad range of programming options to support student learners in Workplace and/or Apprenticeship pathways. Each move of a specialized program area must be done in a thoughtful manner to ensure the staffing, resources, equipment and facility considerations are in place to support effective teaching and learning.

Regional Programs (excluding Special Education Programs/Placements)

There are two specialized Grade 8 programs that operate in a small number of our high schools. The ACCESS program runs in Acton and Burlington and is currently under review by Secondary Program and Student Success staff. The Burlington program runs at Rolling Meadows Public School with ACCESS students spending approximately 75 minutes each day at M.M. Robinson High School. This is a re-engagement program intended for at-risk students transitioning into Applied programming in Grade 9 in order to get a head start and exposure to the high school setting. In the proposed recommendation, there is no impact to the ACCESS program. The LEAP program is also a re-engagement program intended for students who will benefit from a highly supported transition to secondary school, however this program is targeted at students who will be pursuing Locally Developed/Essential level programming. Students enter high school in their Grade 8 year and usually complete two secondary school credits prior to their Grade 9 year. LEAP is offered at four sites, one in each community in the Board. In Burlington, LEAP is currently offered at Robert Bateman High School. With the proposed closure, the LEAP program would be relocated to both Nelson High School and M.M. Robinson High School, where students would then transition into the regional Essential program at that school in their Grade 9 year. There are really no program implications at either M.M Robinson High School or Nelson High School resulting from the move of this program.

Specialist High Skills Majors (SHSMs) and Ontario Youth Apprenticeship Programs (OYAP) are offered in a variety of Halton District School Board schools Board-wide. Both SHSM and OYAP are regional pathways programs that provide an additional concentration of learning in a specific career area and both are available to students outside of the host school. There are a wide variety of SHSM and OYAP courses offered throughout the Halton District School Board. The specific location for each has been determined by availability of specific programs in each geographic area as well as by student and staff interest. SHSMs are designed for students in all Pathways (Apprenticeship, College, University, Workplace, Community) and provide additional learning experiences within chosen career sectors. There are currently 21 different SHSMs in Burlington High Schools spread across 12 different career sectors. OYAP, as the name implies, is designed for students considering an apprenticeship and wanting to get a head start while still in high school.

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The OYAP program provides a concentration of learning in a specific apprenticeable area in addition to cooperative education experience in this area. There are currently eight concentrated OYAP programs in Burlington secondary schools covering eight different apprenticeship areas.

There are currently seven SHSMs located at Lester B. Pearson High School and Robert Bateman High School, and two OYAP programs at Robert Bateman High School that would be relocated under the proposed recommendation. There is also a Family and Community Services dual credit program at Lester B. Pearson High School. New locations for these programs have not been determined yet, as considerable discussion is required with school staff to determine the locations. Factors that will be considered are locations of existing SHSM and OYAP programs in both HDSB and HCDSB, staff expertise and interest at each site, and balance/accessibility of SHSM and OYAP programs across the city of Burlington.

French Immersion and Extended French programs are also other options for students. Currently, French Immersion is offered in four high schools in Burlington. Entry into the FI program requires a minimum of 3800 hours of instruction in French in elementary school and students must complete 10 of their 30 high school credits for graduation in courses taught in French. Extended French is a Grades 7-12 program that operates out of Sir Ernest MacMillan Public School Public School and Lester B. Pearson High School. Extended French in high school requires seven credits, including four French language courses and a minimum of three additional courses taught in French.

The proposed recommendation redirects some students in French Immersion programming from Dr. Frank J. Hayden Secondary School to M.M. Robinson High School and moves the Extended French program from Lester B. Pearson High School to M.M. Robinson High School. Other than impacting overall enrolments and a slight staffing adjustment in the area of qualified French teachers, these two changes do not have an impact on programming.

English Language Learners (ELLs) in Halton District School Board schools are provided English as a Second Language (ESL) support dependent on their level of language acquisition. Students in the early stages (STEPS 1-4 on the provincial STEP assessment tool) of language acquisition attend regional ESL Centres in each community; in Burlington, Burlington Central High School is the regional ESL Centre where there is specialized programming and additional support available for English Language Learners. Burlington Central is also the site where the majority of our Burlington international fee paying students attend. These students often have significant language needs and receive support that other ELLs receive. The Board has seen a significant increase in International students in recent years and this increase is expected to continue. With the proposed changes, Burlington Central High School will remain the ESL Centre in Burlington and host to many of our international students.

Essential (locally developed) programming is offered at a select number of schools throughout the Board which allows students to be congregated so there is a minimum number of students at each site to support viable programming. These sites typically provide vocational and technological education courses for students in the Workplace and Apprenticeship pathways as this is typically the chosen pathway for students in the Essential program. In Burlington, Robert Bateman High School offers the regional Essential Program.

With the proposed recommendation, the Essential program would move from Robert Bateman High School to two sites in Burlington: Nelson High School and M.M. Robinson High School. This maintains our current model of two sites for regional Community Pathways Programs in Burlington, and keeps students closer to their home community. With this recommendation, students living north of the 403/QEW would attend M.M. Robinson High School and students living south of the 403/QEW would attend Nelson High School. With the move of the regional Essential program, there would also be a move of some specialized technological and vocational training courses/programs which would likely require some facilities modifications. For example, both Nelson High School and M.M. Robinson High School would need to have the physical capacity to

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deliver programming in the areas of Personal Services (already at M.M. Robinson High School), Autobody Repair, Manufacturing (Machining and/or welding) (already at M.M. Robinson High School) and Hospitality Services. The process for design and modification of these facilities would be initiated immediately following the final decision of the PAR.

The Regional Re-engagement Program (REP) currently operates out of M.M. Robinson High School. Since there is not a large enough cohort to warrant two sites, this program would move to the more centrally located Burlington Central High School.

The International Baccalaureate (IB) program is offered at three sites within Halton. In Burlington, it is offered at Robert Bateman High School where it supports 100 Grade 11 and 12 students formally in IB and 74 students in Grades 9 and 10 pre-IB program. IB students take the prescribed IB curriculum and write IB exams in addition to satisfying the Ontario requirements. Teaching staff and an administrator must have training and certification in IB to teach and/or lead the program. The International Baccalaureate Organization (IBO) certifies and approves school sites to offer IB. Certification Approval generally occurs after a comprehensive application process. In Halton, each school offering IB has gone through this approval process. IBO has also developed criteria which must be met to move or consolidate the IB program (*Appendix 18*). Board staff have communicated directly with IB to discuss the process for moving an existing program if required.

In the proposed recommendation, the IB program moves from Robert Bateman High School to Burlington Central High School. The program move will require IB trained staff to be in place prior to September 2019 for the Grade 11 and 12 program. Grade 9 and 10 program do not require IB qualified staff to deliver the pre-IB program.

In accordance with the collective agreement with OSSTF, the Human Resources Department and the union will discuss staffing and qualifications subsequent to any decision by the Board. Subsequent to this, subject areas would be identified where training is required, and a training plan developed to ensure trained teachers in each subject area are in place prior to September 2019. This process of ongoing IB training occurs regularly already at our three IB sites to replace IB teachers when teachers leave their school to accept positions in other schools.

To support all students in their learning and well-being, each secondary school has a service side consisting of Special Education services, Guidance, Student Success and Library. These services are in place to help support students with individual learning challenges, their social and emotional well-being, post-secondary planning and enhancing and supporting programming in all subjects across the school. In each of these areas, there are one or more staff allocated to each school to help coordinate services and ensure services are accessible to all students. These services will continue in all Halton District School Board secondary sites.

Innovation and Ingenuity – Building Thriving School Communities

As highlighted in the Board's Multi Year Plan for 2016-2020, two goals have been set which focus on innovative thinking: *"All staff will contribute to collaborative and inclusive learning environments to enhance innovative practices and a build strong learning organization."* and *"We will use innovative approaches to student accommodation that reflect the changing needs within our communities."*

The Halton District School Board has defined "innovation" as continuous thinking, learning, and leadership that results in improvement to products, processes and understanding. Simultaneously, we will demonstrate a shared culture of innovative practices to enhance our learning and leading. Innovative programming requires skills, creativity, learning conditions and intrinsic motivation. Organic and diverse approaches are occurring in all of our schools including academic and corporate aspects throughout our system.

With respect to the specific recommendations of the Burlington secondary school Program and Accommodation Review, key strategies will be crucial in further promoting innovation in all Burlington

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high school communities. This includes investigating community partnerships that support innovative practices, re-envisioning learning environments in all high schools, and renovating school facilities to reflect innovative design and scope to meet students' interests, learning styles and learning needs.

The PARC spent considerable time at its final two meetings discussing innovative approaches to enhance programming and attract students. The PAR recommendations address equity of opportunity for program in each of Burlington's secondary schools through the re-alignment of programs in order to make them more viable in terms of quantity, community driven and choice. For example, at Aldershot High School the Halton District School Board will explore possible themes or magnet programs that are in alignment with our Multi-Year Plan, increase student enrolment, and enhance student choice.

Transportation

The chart below identifies the number of additional students eligible for transportation under each of the 5 scenarios. Option 7b, (no schools closed) would result in the lowest number of students eligible for transportation in relation to the current status quo; however, there would be additional students eligible for transportation given the boundary changes that would be required. The second lowest number of students eligible for transportation would be with the implementation of the Director's recommended option (option 23e), where only 95 additional students would require transportation.

Transportation Impact - Burlington Secondary PAR					
Option 3C	ENG	FI	GIF	SPED	Student Total
Net Change	202	148	14	no change	364
Option 4B	ENG	FI	GIF	SPED	Student Total
Net Change	178	no change	83	1	262
Option 7B	ENG	FI	GIF	SPED	Total
Net Change	48	0	83	no change	131
Option 23e	ENG	FI	GIF	SPED	Student Total
Net Change	172	113	-20	-39	226
Option 28C	ENG	FI	GIF	SPED	Student Total
Net Change	450	165	no change	no change	615

The School Integration Process

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities and neighbourhoods. This process of integration will be carried out in consultation with students, parents and staff. As defined by the policy, the Director will establish an Integration Committee immediately following the final decision to close or open a school. The transition process will be conducted through consultation with parents/guardians, school staff, board staff and senior administration.

Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment(s).

Transitions from one school to another are most successful when everyone (administrators, parents, staff, students, etc.) has a clear vision (e.g., a smooth transition for students, building and fostering a welcoming and cohesive new school community culture) and is working together to achieve that desired end goal by being open minded and willing to adapt to every aspect of the change.

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The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure and/or program relocation into their new school environment.

Composition of the Integration Committee

The Integration Committee will consist of the following persons from each affected school:

- the Superintendent of the school
- the school Principal
- the Trustee for the school
- the School Council Chair or designate

The Committee has the authority to invite additional members (e.g. a member of SEAC).

Coordinating Superintendent

The Board recognizes that there are numerous implications for students, staff and families within these recommendations. The recommended changes will require purposeful coordination, ongoing input from stakeholders and communication throughout the implementation processes outlined in the report.

As such, a Coordinating Superintendent will be charged with overseeing all of the collective and individual integrations, including but not limited to the unique mandates of the integration committees for the closures of Lester B. Pearson and Robert Bateman High School, as well as the program and boundary changes outlined in the report. Given the scope of the integrations in all of Burlington, the creation of the role of a Coordinating Superintendent will be critical.

Priorities for the Transition Process

- Consideration should be given first and foremost to students, followed by staff, then parents, then the broader community.
- High levels of communication with the parent, student, and staff community is essential.

Operation of the Integration Committee

The affected school Superintendent of Education will act as the Chair of the Integration Committee. Other resource personnel can be called to assist the Integration Committee.

Meetings of the Integration Committee

The Integration Committee will operate within the timelines in this policy and will meet as often as required.

School Closing Ceremony & Funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program. The Principal will contact the Superintendent of Business Services to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to \$500.

Timelines

The Integration Committee will report to the Director, and through the Director to the Board of Trustees no later than February of the final year of a school(s) on the progress of integration planning, and again no later than six (6) months after the implementation of the consolidation decision.

Future Considerations:

Throughout the PAR process, ongoing concern and debate revolved around future infill residential development resulting from intensification. The City of Burlington is going through an Official Plan review process, which may result in changes and direction with respect to intensification, though nothing has yet been approved by the City. Although the City is moving forward with official plan approvals this year, this does not preclude the potential for objections from the broader community and ensuing appeals, especially from developers. The timeframe for this plan will span the next 15 years.

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There are no tangible numbers of residential units being proposed, just population numbers. These population numbers do not provide Board Planning Staff with any benefit in terms of future enrolment projections. The assumption is the intensification will be of the higher density type of residential unit and typically the Board does not see a significant number of secondary students generated from these developments.

Nevertheless, there must be some consideration to ensure there is capacity available in the event the proposed intensification yields a greater than projected number of secondary students moving forward. Board staff is of the opinion the remaining secondary schools will be able to accommodate that capacity.

The Aldershot facility has a combined On-The-Ground (OTG) capacity of approximately 1018 pupil places (secondary = 558 OTG, elementary = 460 OTG). There is an opportunity to access underutilized classroom space in the elementary section of the school for secondary school classes (and vice versa). In the event the school cannot accommodate the entire secondary and elementary school populations (within the building and 12 portables), the opportunity exists to relocate the existing Grade 7 and 8 program to another elementary facility in Aldershot. This would revert the Aldershot facility back to the traditional high school offering Grade 9 to 12 programming.

The Burlington Central High School facility has a combined On The Ground (OTG) capacity of 1215 pupil places (secondary = 870 OTG, elementary = 345 OTG), plus the placement of eight portable classrooms. Similar to the Aldershot facility, there is an opportunity to access underutilized classroom space in the elementary section of the school for secondary classes (and vice versa). As well, there may be other opportunities to relocate the existing Grade 7 and 8 program to another elementary facility in ERA 101 if required.

Pending approval of the recommendations in Report 17075, Nelson High School is identified for an addition. Depending on the final approved architectural and site plans, there will be the opportunity to place 12 portable classrooms on site if required. Moreover, the school site itself is approximately 7 hectares (17 acres) which is larger than the Board's current building standard of 14 to 15 acres for a high school. This larger land size could provide for any additional expansions to the school if so required in the future.

M.M. Robinson High School also occupies a significant land area. Currently the school sits on 12 hectares (29.65 acres), which is of sufficient size to accommodate additional expansions to the school if required.

Areas Requiring On-Going Monitoring

There are a number of areas that will require monitoring during and following the implementation of approved recommendations. Those areas include:

1. Enrolment at Aldershot High School
2. French Immersion enrolment at Aldershot High School and Burlington Central High School
3. Uptake in the French Immersion program at M.M. Robinson High School (enrolment pressures at Dr. Frank J. Hayden Secondary School)
4. Sustainability and equity of the Extended French program
5. Enrolment at M.M. Robinson High School
6. Enrolment at Nelson High School
7. Enrolment in International Baccalaureate program at Burlington Central High School
8. Enrolment of International fee-paying students at Burlington Central High School

Conclusion

The Burlington secondary Program and Accommodation Review (PAR) has been a challenging situation for both the Halton District School Board and the communities they serve. It has been especially difficult as all of the schools impacted in this process have served their communities and students well for many, many years.

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However as challenging as the process has been, and the resultant perception of its outcome, Burlington's low enrolment in secondary schools and their projected continued decline has created challenges for the Halton District School Board in providing the same equity of opportunity for these students relative to others in the Board. The students who attend Halton District School Board secondary schools in Burlington deserve the same opportunities, both in range of courses/program offerings and in co/extra-curriculars as those in other areas of the Board.

As a consequence, the Halton District School Board of Trustees approval to initiate a PAR process was based on the two criteria of the policy that are directly related to student opportunities.

School closures in any community are a great challenge for school boards around the province. The Burlington Secondary Program and Accommodation Review is no exception and has without question resulted in many Burlington families feeling anxious and concerned with respect to their community schools and their own children who attend them. It has been especially difficult for the students who currently attend these schools as much was unknown.

However, school closures also present opportunities. The recommendations in this report will create two composite schools, one in the northwest and one in the southeast that house a variety of regional programs, and serve a wider range of students. These recommendations will allow some students in regional programs to be closer to their home, and spend less time on a bus.

Additionally, the recommendations will provide more funds, through both proceeds of disposition and reduced operational costs, to allow for facility upgrades to the remaining schools. They will allow for a geographic balance in the City of Burlington.

The recommendations will also allow for a greater number of students in most programs, but in particular the mandatory Ontario English curriculum, which will also allow for greater breadth and range of course selections. They also allow for a more flexible timetable supporting student choice. The recommendations allow for a greater number of co-curriculars and extra-curriculars, again allowing for greater student choice.

There is still an issue with the low enrolment at Aldershot High School. This will continue to be an issue, and the Halton District School Board is committed to supporting these students as it does with all others. The location of Aldershot High School made it much more challenging to address the declining enrolment; however as with other municipalities within the Halton District School Board, the recommendation is to support one school in Burlington with low enrolment. Moreover, the school will be explored as a magnet or thematic school, which may potentially increase enrolments in the future.

The specific recommendations in this report will continue to support community schools, allow the majority of students to walk to school, will enhance program offerings, reduce course conflicts, enhance co/extra-curriculars, and most importantly continue to provide high quality instruction and support of Burlington's secondary school students. The recommendations contained within this report are intended to improve and enhance the equity of opportunity for all Burlington secondary school students. This will allow the five remaining Burlington secondary schools to thrive as dynamic, engaging learning environments for decades to come.

The students likely to have the greatest concern with respect to this report are those presently at the schools recommended to close, and who will be transitioning to a new school.

It is incumbent upon the Halton District School Board to ensure and support a smooth transition of these students. This is paramount. Funds will be made available to support both the transition and integration of these students into their new school.

For students yet to attend Robert Bateman High School and Lester B. Pearson High School, their home school will be either Nelson High School, M.M. Robinson High School or Burlington Central High School. Prior experience would indicate these students will see these schools as their home school.

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There is still much work to do, not the least of which is the transition and integration of the students. This process will be tasked to a diverse committee under the supervision of a superintendent.

There is no question this has been a challenging process for the entire community of Burlington secondary students and their families. However the Halton District School Board was facing, and indeed had faced a challenge in providing equity for those very same students for the foreseeable future.

The choice was to allow a situation that deprived secondary students in Burlington the same opportunities as other students in the Halton District School Board, or to address this inequity and make a recommendation to enhance these students' secondary school experience.

The primary focus of the Halton District School Board's secondary schools is to prepare students for what comes after (post-secondary, career, pathways) they leave our schools. It is essential the Halton District School Board prepare our students with a broad range of pathways and program opportunities.

In the Halton District School Board's Multi-Year Plan, the vision is "*Every student will explore and enhance their potential, passions, and strengths to thrive as contributing global citizens*". The intent and spirit of this report and recommendations is to fulfill that vision for every student attending Burlington secondary schools now, and for the years ahead.

Respectfully submitted,

*Stuart Miller
Director of Education*

APPENDIX 1

Halton District School Board

Report Number: 16132
Date: September 29, 2016
FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: S. Miller, Director of Education
RE: **Director's Preliminary Report on the Undertaking of a Program and Accommodation Review for Burlington Secondary Schools**

Warrant

The Ministry of Education released the "Pupil Accommodation Review Guideline" in March 2015. The purpose of the Guideline is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. The Halton District School Board revised its Program and Accommodation Review (PAR) Policies to reflect the new guidelines. As outlined in the Board PAR policies, the Director must prepare a Preliminary Report which identifies a school or group of schools that may be considered for a Program and Accommodation Review. In order for a PAR to be initiated, one of five conditions must be met, which has been addressed in this report. As per Board PAR policies there must be a recommended option if more than one option is presented, which is also identified in this report.

RECOMMENDATION

Be it resolved that the Halton District School Board undertake a Program and Accommodation Review for all secondary schools located in the City of Burlington:

- ***Aldershot High School,***
- ***Burlington Central High School,***
- ***Dr. Frank J. Hayden Secondary School,***
- ***Lester B. Pearson High School,***
- ***Nelson High School,***
- ***M.M. Robinson High School and***
- ***Robert Bateman High School***

FURTHERMORE, a Program and Accommodation Review Committee (PARC) be formed, in accordance with the Board's Policy; and,

THAT, the staff recommended Option 19 be provided to the Program and Accommodation Review Committee for further review and to develop any other options, in accordance with the Board's Policy; and,

THAT the parents/guardians, staff and school council members of the affected schools be informed of the decision to form a Program and Accommodation Review Committee within five (5) business days of the approval of a PAR; and,

THAT within five (5) business days of the approval of a PAR, a written notice is to be provided to the Ministry of Education, City of Burlington, Region of Halton, Halton Catholic District School Board, Conseil Scolaire Viamonde, Conseil Scolaire de District Catholique Centre-Sud, Ministry of Education and community partners; and,

THAT, Trustees authorize the Director of Education to tender for a third-party consultant to facilitate the Program and Accommodation Review Process, in terms of the Program and Accommodation Review Committee and all public meetings.

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Background

Policies

In 2015, the Ministry of Education, as part of their School Board Efficiencies and Modernization Strategy, released two major documents: The Community Planning and Partnership Guidelines and Pupil Accommodation Review Guidelines (*appendix 1*). The Community Planning and Partnership Guidelines directs Boards to identify potential partnership opportunities and to share such opportunities with government agencies and parties that expressed interest for such opportunities. In response, the Halton District School Board adopted the new Community Planning and Partnership Policy on October 21, 2015. The first annual Community Planning and Partnership meeting was held on June 22, 2016, in Burlington. Approximately eight organizations had representatives at this meeting. There have been three follow up meetings and preliminary inquiries with interested partners since June 2016. At this time, there has been expressed interest in potential partnerships, but no specific details related to a partnership within a Burlington secondary school(s).

The Ministry of Education released the revised *Pupil Accommodation Review Guidelines* in March 2015. This guideline provides school boards with an efficient tool to address a Board's need to close or consolidate facilities. Community participation is a requirement in the updated guideline. The Halton District School Board continues its commitment to an open and participatory procedure through its development and adoption of a Program and Accommodation Review (PAR) Policy (*Appendix 2*). For a PAR to occur, a committee of school representatives is required. This policy was adopted on February 17, 2016 and this PAR will adhere to the policy.

Conditions Required for A Program and Accommodation Review (PAR)

As outlined in the Board PAR policies, the Director must prepare a Preliminary Report which identifies a school or group of schools that may be considered for a Program and Accommodation Review. In order for a PAR to be initiated, one of five conditions must be met. The conditions are as follows:

1. The school or a group of schools has/have experienced or will experience declining enrolment where On-The-Ground Capacity (OTG) utilization rate is below 65%;
2. Reorganization involving the school or group of schools could enhance program delivery and learning opportunities;
3. Under normal staffing allocation practices, it would be necessary to assign three or more grades to one class in one or more schools;
4. The current physical condition of the schools negatively impacts the optimum operation of the building(s) and program delivery;
5. In respect of one or more of the schools under consideration there are safety, accessibility and/or environmental concerns associated with the building of the school site or its locality.

Long Term Accommodation Plan (LTAP)

On an annual basis, the Long Term Accommodation Plan (LTAP) is published and adopted by the Board of Trustees. This document provides enrolment projections for the upcoming ten years for all schools in Halton. The plan identifies review areas and schools where enrolment issues are projected to occur within the immediate future and the need to undertake associated

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boundary studies. The 2015/2016 LTAP and Board report states that a consideration should be given to undertaking a PAR for all secondary schools in Burlington.

Under-enrolment for multiple Burlington secondary schools has been a concern for the last four plus years, and has been stated since the 2012/2013 LTAP Board Report. Projections do indicate that future growth will not significantly impact secondary enrolments.

Burlington Secondary Enrolments, Utilization and Available Pupil Places 2015-2025

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Enrolments	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356
On The Ground Capacity* (OTG)	7275	7275	7275	7275	7275	7275	7275	7275	7275	7275	7275
Utilization (UTZ)	74%	75%	76%	77%	78%	78%	78%	77%	76%	75%	74%
Available Pupil Places	1893	1819	1748	1653	1631	1598	1568	1683	1731	1796	1919

It is also recognized Dr. Frank J. Hayden Secondary School will exceed total building and portable capacity within the immediate future. A redistribution of students will increase utilization for schools in Burlington. Schools south of the QEW will continue to be under enrolled.

Burlington High Schools Under Study (Appendix 3)

Aldershot HS

Located within the Aldershot community in southwest Burlington, the Aldershot facility houses elementary (Grades 7-8) and secondary classes (Grades 9-12). It is the only Grade 7-12 school available west of QEW/407 ETR. This school offers English and French Immersion programming. Enrolments are projected to decline beyond 2020. In 2015, there were 327 available pupil places in the facility. Growth from infill developments and North Aldershot Planning Area developments are included in the projections. The high school's utilization is currently 78% and is expected to increase to 83%, by 2019. It is projected there will be close to 100 English secondary students per grade (excluding Grade 12).

Aldershot High School	2015	2020
OTG	558	558
Enrolment	436	461
Utilization	78%	83%
Available Pupil Places	122	97

**Note: The elementary OTG of the Aldershot facility for the Grade 7 and 8 program is 460 pupil places. TOTAL OTG of the Aldershot facility is 1018 pupil places.*

Burlington Central HS

The Burlington Central facility houses elementary and secondary school classes (Grades 7-12) and is located within the downtown core. Combined with adjacent Central PS (K - Grade 6), this facility forms a part of a K-12 campus. This school offers English and French Immersion programming. Enrolments are projected to be stable. Growth from infill developments are

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included. The high school's utilization is expected to remain stable at 68% capacity. In 2015, there were 376 available pupil places in the facility. Burlington Central is the only facility without an elevator/stairlift. The sports field lands are not owned by the Halton District School Board.

Burlington High School	2015	2020
OTG	870	870
Enrolment	595	593
Utilization	68%	68%
Available Pupil Places	275	277

**Note: The elementary OTG of the Burlington Central facility for the Grade 7 and 8 program is 391 pupil places. TOTAL OTG of the Burlington Central facility is 1271 pupil places.*

Nelson High School

Nelson High School, Grades 9-12, is located south of the QEW between Walker's Line and Appleby Line. This school offers English, French Immersion, and Secondary Gifted Placement. Enrolments are expected to increase over the next ten years. Growth from infill developments are included in the projections. Nelson HS utilization rates are expected to remain above 80%. Nelson HS has the second highest high school utilization in Burlington. There is an excess of 343 available places at this school in 2015. There is support for a Nelson Stadium Revitalization project between the community, Board and Burlington staff.

Nelson High School	2015	2020
OTG	1341	1341
Enrolment	998	1111
Utilization	74%	83%
Available Pupil Places	343	230

Robert Bateman HS

Robert Bateman High School, Grades 9-12, is located south of the QEW between Appleby Line and Burloak Drive. A small area known as Samuel Curtis Estate in Oakville is directed to this school. The school offers English programming, International Baccalaureate programming (IB) and a variety of Self Contained-Special Education (SC-SPED) programs. Robert Bateman High School is the only school in Burlington to offer the IB program. This program attracts students from senior elementary schools in the Burlington area. This high school is one of two schools to offer SC-SPED classes and as such, this school has specialized facilities to accommodate the programs. Growth from infill development is included in the projections. Utilization is below 65% and is expected to decline. There currently is an excess of 500 spaces in the facility. The combined English program and IB program is expected to be under 100 students per grade (excluding Grade 12), by 2022.

Robert Bateman High School	2015	2020
OTG	1323	1323
Enrolment	799	726
Utilization	60%	55%
Available Pupil Places	524	597

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M.M. Robinson HS

M.M. Robinson High School, Grades 9-12 is located north of the QEW between Guelph Line and 407 ETR. The school offers English, French Immersion and SC-SPED programming. It is one of two schools to offer SC-SPED programming in Burlington. The SC-SPED program was added to the school in 2013. Growth from infill developments are included in the projections. The utilization is below 55% and is expected to decline. There is currently an excess of 617 spaces in this facility.

MM Robinson High School	2015	2020
OTG	1347	1347
Enrolment	730	633
Utilization	54%	47%
Available Pupil Places	617	714

Lester B. Pearson High School

Lester B. Pearson High School, Grades 9-12, is located north of the QEW between Guelph Line and Walker's Line. This school offers English and Late French Immersion programming. It is the only school in Halton to have Late French Immersion. Late French Immersion begins in Grade 7 at Sir E. MacMillan Public School. Growth from infill developments are included in projections. The utilization is 65% and it is expected to decline. There currently is an excess of 220 spaces in the facility. Enrolments in Grades 9-11 English are expected to be less than 100 students per grade.

Lester B. Pearson High School	2015	2020
OTG	642	642
Enrolment	416	353
Utilization	65%	55%
Available Pupil Places	226	289

Dr. Frank J. Hayden Secondary School

Dr. Frank J. Hayden Secondary School, Grades 9-12, is Burlington's newest high school located in Alton Village, north of Dundas St. It opened in 2013 and offers English and French Immersion programming. Enrolments are expected to increase. It is the only high school in Burlington that is currently above total capacity (2016) and is expected to continue to grow until 2021. Growth from new development west of Guelph Line and north of Dundas Street, and infill development is included in the projections. Current utilization is 118%.

Dr. Frank J. Hayden Secondary School	2015	2020
OTG	1194	1194
Enrolment	1408	1799
Utilization	118%	151%
Available Pupil Places	-214	-605

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Not Assigned Development

A major development application has been submitted after projections have been created for the 2015-2016 LTAP in the Evergreen Community, located north of Dundas St., and west of Tremaine Line. This area has not been assigned to a specific school. The development consists of 907 residential units. The City of Burlington is in the midst of creating a secondary plan. It is anticipated that there will be approximately 50 secondary students from this area. The closest high school to this development is Dr. Frank J. Hayden SS.

Condition 1 – By reviewing the above enrolments two schools will be under 65% utilization; Robert Bateman HS, M.M. Robinson HS. One school is approaching this threshold; Lester B. Pearson HS.

Small Secondary Schools, Large Secondary Data Trends

In a presentation to the Program and Accommodation Committee (*Appendix 4*), dated January 14, 2015, with an updated version presented to the Committee of the Whole on September 28, 2016 (*Appendix 8*). Senior Administrative Staff outlined the benefits and challenges associated with small and large high schools. This presentation recognized that low enrolments e.g. under 600 students, can have positive effects for students such as:

- Staff tend to know each student better and may be more able to proactively intervene to support a student who is in need of assistance;
- Extra-Curricular Participation – while the number of types of activities available to students may be fewer in a smaller school, students are more likely to make a team/activity because there are fewer students interested in participating in each team/activity;
- Higher ratio of service area staff to students - to maintain core functions in the area of Special Education, Guidance and Library, smaller schools have a significantly richer staffing ratio than larger schools. This however comes with increased costs to the Board;
- Less pressure on the physical space in the building e.g. less scheduling challenges on gym space.

There are also positive effects associated with high enrolment, e.g. greater than 1000 students.

- More course options available to students to support different learners, interests and pathways.
- Fewer scheduling and timetable conflicts - In the 2014/2015 school year, 39% of students at smaller schools had timetable conflicts while at larger schools 19% of students had timetable conflicts. Timetable conflicts often result in students not being able to take a course they had selected because two or more of their selected courses are running in only one semester at the same time.
- Fewer “shared” students – a shared student is a student that is registered in more than one school. These students register for a course they require/want that is not available in their home school. In 2014/2015 12% of students (234 students) were considered a shared student in small homes schools. 4% of students in a large home school were considered shared students (169 students).
- Fewer Early Leavers in larger schools – An Early Leaver is a student that leaves school prior to graduating. In 2014/2015 the percentage of early leaver prior to graduation was 1% at large schools and 3% at smaller schools. This in turn affects the graduation rates at high schools.

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- More teacher subject specialization – more classes mean more teachers, therefore it is more likely to get specialized teachers while smaller schools with limited classes have less diversity in staff. For instance in larger schools there may be 4-5 science teachers, a biology specialist, physics specialist, a chemistry specialist and two science generalist, while at a small school there may be only 2 science teachers to teach all science curriculum areas.
- More opportunities for Extra-Curricular participation – in larger schools there are more staff and thus more opportunity for greater special interests and skills and thus a greater offering of extracurricular activities.
- More funding for students, less spent on maintaining empty spaces.

While small schools offer a more close-knit community and a high ratio of support staff, large schools offer choices to students, by way of courses, activities and teaching staff.

Condition 2 – By reorganizing the school and creating larger grade sizes and enrolments, the Halton District School Board can enhance program delivery by offering more courses and a variety of courses using funding that would otherwise be spent on maintaining empty spaces.

In accordance with Board Policy, at least one of five conditions is required to be fulfilled in order to initiate a PAR. Since there are two Burlington secondary schools that have met the 65% threshold, this condition is satisfied. By re-organizing the secondary schools and creating larger grade sizes, HDSB can improve program delivery and learning opportunities for all secondary students in Burlington. HDSB has met two of the conditions needed to initiate a PAR.

Program and Accommodation Review Committee (PARC)

The PARC is an advisory group that acts as an official conduit for information shared between the Board of Trustees and their communities. The PARC will meet, review information, provide feedback from the community, and suggest options. The PARC does not make the final decision. A recommendation(s) by the Director of Education will be presented to the Board of Trustees for decision. The Board of Trustees will ultimately make the final decision.

The PARC consists of

- A Trustee and Superintendent from an area outside of Burlington.
- From each affected school
 - o Principal or designate
 - o Two parents/guardians

Once the PARC is formed, a municipal councillor or delegate will be invited. The appropriate staff resources will be available at PAR meetings, which can include but not limited to representatives from specific Halton District School Board departments; School Programs, Special Education, Human Resources, and Planning.

There will be a minimum of four (4) working meetings following an orientation session. In the orientation session staff will present options for review. All information presented to the PARC will be posted on the website (www.hdsb.ca) including meeting minutes.

Members of the public can attend PARC working meeting strictly as spectators. Additional opportunities will be available for members of the public to provide input throughout this process.

It is intended that a third party consultant will be utilized to facilitate at all the Program and Accommodation Review Committee meetings, as well as all public meetings.

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Staff Recommended Option

The Pupil Accommodation Review Guidelines (March 2015) requires the Halton District School Board to present a preferred/recommended option in the initial staff report (*Pupil Accommodation Review Guidelines, VI. p6*).

At this time one option is recommended. It is the intent this recommendation not to be presented as a final option but as a *starting point for review and discussions* by the PARC. Each school is unique and is valuable to the community they serve, and each school has its own unique benefits and challenges. Therefore it is necessary to solicit community feedback during this process.

Several options (*Appendix 5*) were developed that showed the impact of each Burlington secondary school closing, with the exception of Dr. Frank J. Hayden SS. However many options did include the opportunity to redirect a program and/or areas in order to provide accommodation relief to Dr. Frank J. Hayden SS. The review of options started with the the impact of closing one school. As identified in the 2015-2106 LTAP, there are 7275 secondary spaces in secondary school facilities with a utilization rate of 78% and 1893 empty pupil places.

List of Options Reviewed By Staff

Scenario	School to Close	# of students in 2018	# of available/ shortage of pupil places in 2018	Utilization in 2018 (%)
Current	All school are opened	5622	1653	77%
Option 1	Aldershot HS	5622	1095	84%
Option 2	Burlington Central HS	5622	783	88%
Option 3	Nelson High School	5622	312	95%
Option 4	Robert Bateman HS	5622	330	94%
Option 5	M.M. Robinson HS	5622	306	95%
Option 6	Lester B. Pearson HS	5622	1011	85%
Option 7	No closures - Capping Dr. Frank J. Hayden SS	5622	1653	77%
Option 8	Lester B. Pearson HS <i>Boundary Change –</i> Dr. Frank J. Hayden SS	5622	1011	85%
Option 9	Robert Bateman HS, Lester B. Pearson HS <i>Program Change –</i> Dr. Frank J. Hayden SS	5622	-312	106%
Option 10	Robert Bateman HS, Lester B. Pearson HS <i>Boundary Change –</i> Dr. Frank J. Hayden SS	5622	-312	106%

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Scenario	School to Close	# of students in 2018	# of available/ shortage of pupil places in 2018	Utilization in 2018 (%)
Option 11	Robert Bateman HS, Lester B. Pearson HS <i>Program Change</i> – Dr. Frank J. Hayden SS	5622	-312	106%
Option 12	Nelson HS, M.M. Robinson High School <i>Program Change</i> – Dr. Frank J. Hayden SS	5622	-1035	123%
Option 13	Robert Bateman HS, Lester B. Pearson HS <i>Boundary Change</i> – Dr. Frank J. Hayden SS	5622	-312	106%
Option 14	Burlington Central HS, Lester B. Pearson HS <i>Boundary/Program Change</i> – Dr. Frank J. Hayden SS	5622	141	98%
Option 15	Burlington Central HS, Lester B. Pearson HS <i>Boundary Change</i> – Dr. Frank J. Hayden SS	5622	141	98%
Option 16	Aldershot HS, Lester B. Pearson HS <i>Boundary/Program Change</i> – Dr. Frank J. Hayden SS	5622	453	93%
Option 17	Aldershot HS, Lester B. Pearson HS <i>Boundary/Program Change</i> – Dr. Frank J. Hayden SS	5622	453	93%
Option 18	Aldershot HS, Lester B. Pearson HS <i>Boundary/Program Change</i> – Dr. Frank J. Hayden SS	5622	453	98%
Option 19	Burlington Central HS, Lester B. Pearson HS <i>Boundary / Program Change</i> – Dr. Frank J. Hayden SS	5622	141	98%

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*A negative number indicates a shortage of pupil places.

From these 19 options, a preferred Option 19 (*Appendix 6*) was selected in which staff recommends to close Lester B. Pearson HS and Burlington Central HS, as well as redefine Dr. Frank J. Hayden SS program and boundaries.

Option 19 is staff recommended in order to address:

- Low enrolments at Lester B. Pearson HS and low-utilization at M.M. Robinson HS by closing Lester B. Pearson HS;
- Low enrolments at Aldershot HS, under-utilization at Burlington Central HS by closing Burlington Central HS and redistributing students to Nelson HS and Aldershot HS;
- High enrolments at Dr. Frank J. Hayden SS by redistribution of students to Robert Bateman HS and the removal of the FI program and redirecting FI students to M.M. Robinson HS;
- Low enrolments and low-utilization at Robert Bateman HS by adding a FI program and by redistribution of students from Nelson HS and Dr. Frank J. Hayden SS.

Lester B. Pearson HS

The preferred staff option (Option 19) is to close Lester B. Pearson HS effective the end of June 2018. All students currently at Lester B. Pearson HS (including students enrolled in Late FI) can be accommodated at M.M. Robinson HS. The distance between the two schools is 1.6 km.

Closing Lester B. Pearson HS does not impact the issue of under enrolments at schools south of the QEW. The Halton DSB still has 956 available pupil places, this includes the overcapacity of Dr. Frank J. Hayden HS. Taking into account only the schools located south of the QEW, there is an availability of 1200 pupil places.

Burlington Central HS

Also, it is staff's preferred option that Burlington Central HS be closed effective the end of June 2018. All secondary students, west of Brant St., will be redirected to Aldershot HS and secondary students east of Brant St to be redirected to Nelson HS. This recommendation does not include the redirection of Grade 7 and 8 students from the Burlington Central Elementary PS. In the event that the decision is made to close this high school, there is a potential that a Program and Accommodation Review may be required for the elementary schools that currently feed into Burlington Central PS for Grades 7 and 8.

Dr. Frank J. Hayden SS

Dr. Frank J. Hayden SS has exceeded total capacity. Current trends indicate growth will continue until 2021. Staff recommends changing its catchment and removing the FI program. English and FI students south of Upper Middle Rd. will be redirected to Robert Bateman HS. French Immersion students residing north of Upper Middle Rd. will be redirected to M.M. Robinson HS. As a result of this recommendation Dr. Frank Hayden SS enrolments are expected to be close to OTG capacity.

Aldershot HS

The Aldershot HS catchment will be expanded east to Brant St, as a result of closing Burlington Central HS. Enrolments indicate total capacity will exceed the secondary allotment of the OTG by 2018. The Aldershot facility size is 1018 pupil places. Ten portables can be placed on the site. Should this recommendation be approved, a PAR maybe required for the elementary schools in the Aldershot community.

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MM Robinson HS

In the staff recommendation, M.M. Robinson HS English catchment is expanded to include the current Lester B. Pearson HS catchment. The Late French Immersion program currently at Lester B. Pearson HS will be redirected to M.M. Robinson HS. Staff recommends to expand the FI catchment to include the current Dr. Frank J. Hayden SS area north of Upper Middle Rd. M.M. Robinson HS utilization is projected to increase to 100% in 2018. SC-SPED programs will remain at M.M. Robinson HS.

Nelson HS

Under Option 19, Nelson HS English catchment expands west to Brant St. The FI program at Nelson HS will be divided along Appleby Line. Students that reside west of Appleby Line will remain at Nelson HS and students that reside east of Appleby Line to be redirected to Robert Bateman HS. There is no proposed changes to the Secondary Gifted Placement. Utilization should immediately increase to close to 85% then slowly decline and stabilize at 80% capacity.

Robert Bateman HS

It is staff recommended to establish a new FI program at Robert Bateman HS. The recommended boundary will expand Robert Bateman HS catchment English and French Immersion to north of the QEW, south of Upper Middle Rd and east of Appleby Line. The International Baccalaureate program and SC-SPED program will remain as status quo. Utilization is projected to increase to 73% in 2018.

This staff recommendation is based on a programming decision to create a more opportunities in education and extra-circular activities for the students the Burlington communities.

Impact of Recommended Option High Schools, September 2018

School	Boundary Changes	Program Changes	Community Partnership
Aldershot HS	Expands	None	Interest has been expressed for a partnership within a Burlington high school or TA Blakelock by Habitat For Humanity. A specific school had not been identified.
Burlington Central HS	Secondary component closes June 2018		
Nelson HS	ENG - Expands FI - Reduces	None	
Robert Bateman HS	Expands	FI program added	
M.M. Robinson HS	Expands	LFI Program added	
Lester B. Pearson HS	Closes June 2018		Preliminary infor has been requested by another agency at this time with a focus on a downtown core school.
Dr. Frank J. Hayden SS	Reduces	FI Program removed	

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Impacts to Transportation

Transportation is provided in accordance with Board Policy and provided by Halton Student Transportation Services. To be eligible for transportation, students must reside greater than 3.2 km away from the school. Students on optional attendance, and non-resident students are not eligible for transportation services but can apply for courtesy seating through Halton Student Transportation Services.

Staff recommended Option 19 will increase the number of students eligible for transportation as follows:

School	Students Eligible for Transportation Current Boundaries	Students Eligible for Transportation -- Staff Recommended Option	Increase/Decrease of Eligible Students
Aldershot High School	162	419	+257
Burlington Central HS	5	0	-5
Dr. Frank J. Hayden Secondary School	472	369	-103
Lester B. Pearson HS	5	0	-5
M.M. Robinson HS	67	244	+177
Nelson HS	95	287	+192
Robert Bateman HS	194	260	+68
Total	1000	1579	+579

Impacts to Capital Investment

The average age of HDSB's high schools in Burlington is 51 years. Investments in our high schools is continual. By eliminating the excess pupil places, the Halton District School Board will have the opportunity to apply for funding to rebuild and upgrade older facilities. Projects arising from this PAR will be presented to the Board of Trustees at a later date and follow normal Ministry of Education funding procedures and timelines.

Timeline

If the Program and Accommodation Review proceeds as scheduled the following is a proposed timeline for the implementation staff recommended Option 19. Should an alternate scenario be recommended to the Board of Trustees, this timeline may be adjusted to reflect the final decision of the PAR.

Completion of a PAR with Final Decision	8 - 9 months
Capital Priorities Application and Funding	3 - 6 months
Transition Planning	1 year
Pre-Construction and Construction (project dependent)	1-3 years
School Closing	June 2018

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Community Planning and Partnerships

A list of eligible schools for Community Planning and Partnerships was presented to the public on June 22, 2016. Following this meeting, interest has been expressed by Habitat for Humanity for a partnership at one of the Burlington secondary schools. At the time of this report, a school has yet to be determined. In addition, inquiries have taken place regarding the shared use of Burlington secondary school facilities, preferably in the downtown core by a post-secondary institution. All potential partnerships are in its preliminary stages of planning, and no endorsements have been made by any approving authority at this time.

School Information Profiles (SIP)

School Information Profiles (SIP) will be provided for each secondary school in Burlington. These documents have been designed to assist the PARC and community by the rationale of why these school are involved in the PAR. Information provided in the SIP are consider the values of the school to the students and to the Board. SIPs will be posted on the website (www.hdsb.ca).

Consultation Plan

The PAR will follow timing as described in the policy commencing with the approval of the Director's Preliminary Report. An independent third party firm will conduct two public meetings, a minimum of four working PARC meetings. A delegation night will be available to the public after the release of the PAR recommendation. This process will result in a final report including public feedback to be presented to the Board of Trustees in 2017. The Consultation Plan (*Appendix 7*) outlines key consultation dates and meetings; times and locations to be established and posted on the website www.hdsb.ca.

Communication Plan

Communication to all stakeholders is essential for the Halton District School Board. Notice of public meetings will be provided 20 days in advance through;

- School-based communication (newsletter/principal blog),
- Email messages via the home notification system,
- Social Media / Twitter,
- HDSB website (www.hdsb.ca)
- Media release,
- Letters to the school community,
- Advertisements in the Burlington Post.

A Planning email will be available for members of the public to submit comments and questions to Board staff and PARC. Throughout the PAR process, a frequently asked questions and answers section will be maintained on the Board's website.

Conclusion

Since the 2012 LTAP, the Halton District School Board has identified that there was and would continue to be a significant amount of empty secondary school pupil places in Burlington and the potential existed to undertake a Program and Accommodation Review.

The Ministry of Education released its revised Pupil Accommodation Review Guideline on March 26, 2015. As a result, the Board was required to revise it existing policy to reflect these new guidelines. The new policy was adopted by the Board in February 2016.

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The revised PAR policies reflect the conditions for the Director to present a Preliminary Report to the Board of Trustees that identifies a school or group of schools that may be considered for a Program and Accommodation Review. The report will also identify the accommodation and programming/issues and opportunities that the schools are experiencing and provide one or more options to address such issues.

The Board staff recommended option is not to be construed as the Board of Trustees preferred or approved option. The intent of the staff recommended option is to provide the Program and Accommodation Review Committee with an option to initiate the review process, and to develop and consider any other options, in accordance with the Board Policy.

As result the Board Staff recommended option is as follows:

- to close Lester B. Pearson HS
 - And to redirect student from Lester B Pearson HS to M.M. Robinson HS
- to close Burlington Central HS
 - And to redirect students from Burlington Central HS to Aldershot HS and Nelson HS
- to change Dr. Frank J. Hayden SS program and boundary
 - And to redirect the French Immersion program at Dr. Frank J. Hayden SS to M.M. Robinson HS and Robert Bateman HS
 - And to redirect a portion of English program students to Robert Bateman HS
- to add French Immersion program to Robert Bateman HS
- to redirect a portion French Immersion students from Nelson HS to Robert Bateman HS

It is understood these schools have meaning and value for their communities. The Halton District School Board values and encourages community participation in this process. We are therefore requesting the formation of a Program and Accommodation Review Committee to participate in an advisory role, to be a conduit of information, and to provide meaningful input and feedback in the proposed solutions.

This review and resulting recommendations are focused on continuing to provide exceptional opportunities for our students, while ensuring fiscal responsibility in our use of facilities. Provisions will be made to ensure our students receive superior learning opportunities and program delivery.

Respectfully submitted,

*Stuart Miller
Director of Education*

Appendices

- Appendix 1 – Ministry of Education - Pupil Accommodation Review Guidelines
- Appendix 2 -- Halton District School Board Program and Accommodation Review Policy
- Appendix 3 -- Burlington High Schools Location Map
- Appendix 4 – Small School, Large School Data Trends Presentation
- Appendix 5 – Options Reviewed By Staff
- Appendix 6 – Staff Recommended Option
- Appendix 7 -- Program and Accommodation Review Consultation Plan
- Appendix 8 – Committee of the Whole presentation, September 28, 2016 “Small/Large Schools”

APPENDIX 2

HALTON DISTRICT SCHOOL BOARD
FACILITY AUDIT FOR ACCESSIBILITY
BURLINGTON SECONDARY SCHOOLS

FEBRUARY 8, 2017

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ALDRSHOT HIGH SCHOOL

BURLINGTON CENTRAL HIGH SCHOOL

LESTER B. PEARSON HIGH SCHOOL

M. M. ROBINSON HIGH SCHOOL

NELSON HIGH SCHOOL

ROBERT BATEMAN HIGH SCHOOL

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ALDERSHOT HIGH SCHOOL

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BURLINGTON CENTRAL HIGH SCHOOL

LESTER B. PEARSON HIGH SCHOOL

M. M. ROBINSON HIGH SCHOOL

Appendices

Aldershot High School Accessibility Summary Chart
Aldershot High School Site and Floor Plans

NELSON HIGH SCHOOL

Burlington Central School Accessibility Summary Chart
Burlington Central High School Site and Floor Plans

ROBERT BATEMAN HIGH SCHOOL

Lester B. Pearson High School Accessibility Summary Chart
Lester B. Pearson High School Site and Floor Plans

M.M. Robinson High School Accessibility Summary Chart
M.M. Robinson High School Site and Floor Plans

Robert Bateman High School Accessibility Summary Chart
Robert Bateman High School Site and Floor Plans

1. Introduction

The following report is in regards to a draft assessment of *Accessibility* conditions specifically at the Halton District School Board's Burlington Secondary Schools. Snyder Architects Inc. was engaged to prepare a Facility Audit for Accessibility as per RFQ 16-375. Authorization to proceed with this report was provided by a Purchase Order Issued Dec 21, 2016. The scope of the report covers 6 of the Burlington Secondary Schools:

Aldershot High School, 50 Fairwood Place West L7T 1E5

Burlington Central High School, 1433 Baldwin Street L7S 1K4

Lester B. Pearson High School, 1433 Headon Road L7M 1V7

M.M. Robinson High School, 2425 Upper Middle Road L7P 3N9

Nelson High School, 4181 New Street L7L 1T3

Robert Bateman High School, 5151 New Street

Dr. Frank J. Hayden Secondary School was completed in 2013 in accordance with applicable legislation and was not reviewed as part of this study. Swimming pools and ancillary areas at Aldershot HS and Robert Bateman HS were not a part of this review or report.

2. What is Accessibility?

There are many organizations and agencies that regulate or advocate for Accessibility. As such there is no single document or checklist that can be followed to verify Accessibility standards have been met. This report considers Provincial regulators noted as follows:

3. Accessibility for Ontarians with Disabilities Act, 2005

The Accessibility for Ontarians with Disabilities Act (AODA), 2005 is a Provincial Act with intent to improve opportunities for people with disabilities. It establishes accessibility standards including the design of public spaces. For matters of built environments it deals mainly with exterior accessibility issues up to the entrances of public buildings and identified interior elements. The Province has established a goal that all public buildings meet AODA standards by the year 2025. Recommendations made in this report include those required to make elements of these facilities AODA compliant wherever reasonable/possible.

4. Ontario Building Code: OBC 2012

The Ontario Building Code (OBC) sets out regulations for Accessibility throughout the code and specifically in Article 3.8 Barrier Free Design. New buildings designed and constructed in Ontario must meet these regulations. Most existing HDSB facilities were built prior to current codes and do not meet all of today's code issues. Owners are only required to maintain or upgrade their facilities to current codes where substantial 'change of use' renovations or new additions are being made under the authority of a Building Permit. Recommendations made in this report include compliance with current OBC regulations where reasonably practical.

5. Halton District School Board Accessibility Plan

The Halton District School Board's Accessibility Plan includes efforts to remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

For this report, the goal of the assessment is based on the following:

Reasonable provision shall be made to provide accessibility to each building, each building floor space and all types of student program space within each floor space for persons with disabilities such as physical mobility disabilities, visual impairment and hearing impairment.

6. Assessment, Review and Reporting Methodology

Various documents describing the facilities to be reviewed were provided by the Board including site plans, floor plans, and a Facility Accessibility Design Standards report prepared by the Herrington Group. These documents were reviewed for accessibility issues and checklists were created identifying areas requiring review at each school. A meeting was convened with Board staff to review and confirm objectives. Site visits were then performed at each school. Board staff arranged for access wherever possible and Snyder Architects staff reviewed areas where accessibility issues were to be confirmed. Conditions were visually assessed and recommendations were developed for each area. Shaded plans have been provided to indicate the areas where accessibility has been addressed.

7. Facility Assessment Summary

Following is a brief description of the schools reviewed as part of this study and a total budget to provide accessibility recommendations as detailed in the appendices of this report.

Aldershot High School is a grade 7–12 school with a gross floor area (GFA) of approximately 143,000 sq. ft. Originally constructed in the mid-1900s, it is a 2 storey school with additional level changes at various locations on the ground floor. The 2nd floor is accessed by a limited access limited use elevator (LULA) and stair lifts have been installed to address access issues to the various levels of the school. Washrooms appear to have been upgraded but are still below current accessibility standards. The total budget to implement accessibility recommendations is **\$1,565,066**

Burlington Central High School is a 3 storey grade 7-12 school with a GFA of approximately 158,000 sq.ft. The original building was constructed in 1922 and has been added to over the years. The last major addition added a new technical wing and gymnasiums. The auditorium has been upgraded with new seats and equipment. There are currently floor areas of the building that are only accessible by stairs, necessitating both a new elevator and stair lifts for accessibility to all floor areas. The total budget to implement accessibility recommendations is **\$3,186,106**

Lester B. Pearson High School was constructed in 1976. It is a 2 storey school that currently has a single storey 'porta-pak' addition that is not in use. The GFA including the porta-pak is approximately 113,000 sq. ft. The 2nd floor is currently accessed by a LULA elevator. The total budget to implement accessibility recommendations is **\$1,538,114**

M.M. Robinson High School was constructed in 1963. A recent renovation has created a large entrance foyer and includes a full size elevator that provides access to all floor areas. It is a 3 storey school with a GFA of approximately 214,000 sq. ft. The school includes a large wing outfitted for special needs education and several technical shops. The special needs wing is equipped with accessible features that buildings of this age do not often include. The total budget to implement accessibility recommendations is **\$1,396,676**

Nelson High School was constructed in 1957. The school is a two story building with a GFA of approximately 168,000 sq. ft. 2nd floor areas and a small music wing are currently accessible by LULA elevators. The total budget to implement accessibility recommendations is **\$1,715,241**

Robert Bateman High School was constructed in 1970 (then called Lord Elgin High School). It is a 2 storey school with a GFA of approximately 213,000 sq. ft. The second floor space is accessed by a full sized compliant elevator. The school includes teaching space for many service-related courses, in a variety of technologies and the culinary arts. The school also has a large special needs wing on the ground floor that has several accessibility features in place. The total budget to implement accessibility recommendations is **\$925,634**

8. Recommendation and Budget Notes

The budgets identified have been prepared based on review of drawings & documentation provided and on a *visual* review performed at each facility. Further detailed investigative study and architectural design should be undertaken prior to implementation of any recommendations. This budget anticipates *basic* architectural finishes for a functional solution to each issue; aesthetic premiums may be required based on Owner's preferences. To provide equivalency across Board Schools regarding access of all substantial floor areas, this report recommends the replacement of Limited Use Limited Access elevators (LULA) with full size elevators wherever reasonable. Recommendations in this report may have implications that can only be determined through detailed architectural design and code review (i.e. a washroom renovated with a reduction in fixtures may necessitate the addition of additional fixtures). A design contingency has been included to account for the preliminary stage of this budget. The budget anticipates direct construction costs and contractor's overhead and profit based on a stipulated sum delivery. No allowances have been made for escalation. A percentage budget has been estimated for removal of designated substances based on the age of each facility.

APPENDIX 3



Adopted	<i>(NEW) M16-0037 February 17, 2016</i>
Review Date	<i>Annually: September</i>

PROGRAM AND ACCOMMODATION REVIEW

1. OBJECTIVE

The Halton District School Board (HDSB) is committed to providing the best educational opportunities and learning environments within the financial resources available for its students.

The Halton District School Board is committed to the following principles:

- Program and accommodation decisions that might require school closures, consolidation, construction, boundary changes or program relocation will endeavor to take into account the needs of all students in all schools in the affected community and the Board as a whole.
- Communities affected by program and accommodation reviews will have an understanding of the process and the level of consultation that will take place.
- Processes for decision-making including those related to program, accommodation, school boundary reviews, school closures/consolidations will be timely, inclusive, transparent and open.
- In the students', community's or system's best interests, school closures/consolidations, construction, boundary changes, or program relocation may occur as a result of financial constraints, changes in curriculum, program demands, student enrolment, or other unforeseen factors.

Section 171(1), paragraph 7 of the *Education Act* authorizes the Board of Trustees to close schools in accordance with policies established by the Board from guidelines issued by the Minister of Education.

This Policy aligns with the revised Pupil Accommodation Review Guideline released by the Ministry of Education on March 26, 2015 (2015:B9). A copy of the Pupil Accommodation Review Guidelines, and the Ministry document entitled "Administrative Review of the Accommodation Review Process" along with this Policy will be posted on the Halton District School Board (HDSB) website.

Context:

The Board of Trustees is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. Decisions that are made by the Board of Trustees are in the context of carrying out its primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. The Board of Trustees may consider undertaking pupil accommodation reviews that may lead to school consolidations and closures in order to address declining and shifting student enrolment.

The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees. Where the Board of Trustees vote to close a school or a group of schools, in accordance with this policy, Board staff will provide clear timelines and rationale regarding the closure(s) and communicate a transition plan to all affected school communities.

Any decisions under this policy will take into account the HDSB's Long Term Accommodation Plan (LTAP). School boards are required to develop and maintain multi-year capital plans as a condition of funding for accommodation needs. Each year, the HDSB will develop an LTAP. The LTAP identifies and monitors the implementation of new school capital projects. The plan outlines the impact of these new capital projects on existing school communities, and the need to undertake school boundary studies.

The LTAP also identifies review areas and schools where enrolment and/or program pressures will likely occur within the immediate future (i.e. 4 years), and the need to undertake associated boundary studies. The LTAP is designed to assist in identifying opportunities for the effective use of excess space in all schools.

The HDSB is committed to sharing relevant information with the public and affording affected school communities and stakeholders the opportunity for input. The HDSB will invite parents, students and staff from the school(s) under review and the broader community to participate in the pupil accommodation review process.

The Program and Accommodation review process will comprise the following steps:

- Director's Preliminary Report to the Board of Trustees;
- Preparation of the School Information Profile(s);
- Board of Trustee's approval to undertake a Program and Accommodation review process;
- Communication with all stakeholders about the process, opportunities for involvement, and identifying outcomes;
- Establishing the Program and Accommodation Review Committee;
- Consultation with Local Municipal Governments/Community Partners;
- Public Meetings;
- Final Staff Report, including a Community Consultation section;
- Public Delegations to the Board of Trustees;
- Decision by the Board of Trustees; and,
- Implementation and Transition Planning.

PROCEDURES

1. The Director's Preliminary Report to the Board

Prior to establishing a pupil accommodation review, the Director will present to the Board of Trustees a preliminary report that identifies a school or group of schools that may be considered for a Program and Accommodation Review (PAR) if one or more of the following conditions apply:

- The school or group of schools has experienced or will experience declining enrolment where the On the Ground (OTG) utilization rate is below 65%;
- Reorganization involving the school or group of schools could enhance program delivery and learning opportunities for students;
- Under normal staffing allocation practices, it would be necessary to assign three or more grades to one class in one or more of the schools;
- The current physical condition of the school(s) negatively impacts the optimum operation of the building(s) and program delivery;
- In respect of one or more of the schools under consideration there are safety, accessibility and/or environmental concerns associated with the building, the school site or its locality.

The Director's Preliminary Report will identify the accommodation and programming issues/opportunities that the schools under review are experiencing and provide one or more options to address such issues. Each option addressed in the report must have a supporting rationale. There must be a recommended option if more than one option is presented. The report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken. The option(s) included in the report must consider the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- identify any program changes as a result of the proposed option;
- identify how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option presented in the report must also include an estimated timeline for implementation. The report will also include a brief, draft consultation and communications plan so the community will know what to expect.

The Director's Preliminary Report and School Information Profiles will be made available to the public and posted on the Board's website following the Board of Trustees' decision to proceed with a PAR.

School Information Profiles

School board staff will develop School Information Profile(s) as background documents that are designed to assist the Program and Accommodation Review Committee (PARC) and the community to understand the rationale for including the specific school(s) in a pupil accommodation review.

The School Information Profile(s) will record information having regard for two principle considerations relating to the school(s) under review:

- value to the student; and
- value to the Board.

Board staff will complete a School Information Profile for each of the schools under review. The School Information Profile will be completed at the same point-in-time to facilitate a meaningful comparison.

The minimum information and details to be included in the School Information Profile(s) are detailed in Schedule "A" to this policy.

The completed School Information Profile(s) will be posted on the Board's website following the decision to undertake a PAR.

The School Information Profile(s) will be provided to the PARC prior to its first meeting together with the Director's Preliminary Report. The PARC will review the completed School Information Profile(s) and have the opportunity to discuss and consult thereon. Board staff will respond to reasonable requests from the PARC and the public for additional information concerning the School Information Profile(s). While the PARC may request clarification about information provided in the School Information Profile(s), it is not the role of the Committee to approve the School Information Profile(s).

2. Establishing a Program and Accommodation Review Committee

After reviewing the Director's Preliminary Report, the Board of Trustees may approve the undertaking of a PAR and direct the formation of a Program and Accommodation Review Committee (PARC) for a group of schools or for a single school. The PARC will represent the school(s) under review.

The PARC will be formed before the first public meeting is held by the Board.

2.1 Composition of the PARC

A PARC will be formed following the consideration by the Board of Trustees of the Director's Preliminary Report. The PARC will consist of the following persons:

- A Trustee as an ad hoc member, and Superintendent, both from an area not under study;
- From each affected school:
 - the school Principal or designate (resource only)
 - two parents/guardians from each school, one of whom will be nominated by the School Council Chair; the other will be selected by the Superintendent(s) through the submission by parents of an expression of interest. The Superintendent will review all parent representation and endeavor to ensure that all affected geographic areas and programs are represented.

All Trustees are invited to attend PARC working meetings to observe the proceedings.

Once the PARC is constituted, it will invite a municipal councillor or delegate to join the Committee. The Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

The Board will invite PARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the PARC.

3. Terms of Reference and Role of the PARC

Board staff shall provide the PARC with a copy of the Program and Accommodation Review policy, which incorporates the terms of reference, and describes the mandate of the PARC. Board staff shall also provide the PARC with the Director's Preliminary Report. For greater certainty, the Program and Accommodation Review policy together with the Director's Preliminary Report will constitute the terms of reference and guide the PARC.

The PARC will assume an advisory role only. The PARC acts as the official conduit for information shared between the Board of Trustees and school communities. The PARC does not make any decisions as that responsibility lies with the Board of Trustees. The PARC will provide feedback to the Board of Trustees and the community on the options considered in the Director's Preliminary Report and may, throughout the PAR process, seek clarification of the Director's Preliminary Report. The PARC may provide accommodation options other than those in the Report; however, it must include supporting rationale for any such option.

3.1 Operation of the PARC

The Director will appoint a Superintendent who does not represent the area under study as Chair of the PARC. The Chair will convene and chair meetings, and will provide direction to the PARC to carry out its obligations under this Policy.

The Superintendent will also function as secretary and resource person.

Other Board staff can be called on to provide information and resources to the PARC including, but not limited to, the Superintendent of Business Services, Superintendent of Facilities, Senior Manager of Planning, Superintendent of Program, and the Superintendent of Student Services.

Board staff assigned to the PARC will compile feedback from the PARC as well as the broader community and present such information in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

The PARC does not need to achieve consensus regarding the information provided to the Board of Trustees and the Director

The PARC will operate within the timelines in the Program and Accommodation Review Policy.

The PARC will meet to review materials provided by Board staff including the Director's Preliminary Report and the School Information Profile(s). A minimum of four (4) working meetings will be held by the PARC, which will be open to the public. A quorum is not required to properly constitute a working meeting of the PARC.

Members of the PARC will solicit input from the community they represent. The format and process of the input will be discussed once the PARC is formed.

It is important to inform all stakeholders in the affected communities of the PARC meetings. The community includes stakeholders who will be directly affected (e.g. families with children in affected schools) as well as the Special Education Advisory Committee, which represents students with special education needs. The community also includes stakeholders who are not directly affected but may be interested (e.g. neighbours, day-care providers and families, local businesses).

Any information requested or additional options generated by the PARC will be shared through a combination of methods including community meetings, letters to the community, website postings, school newsletters, and media releases. Board staff will maintain a question and answer record related to the PAR on the Board's web site.

The secretary of the PARC will be responsible for preparing detailed minutes of all meetings. Once approved by the PARC, the minutes will be posted on the Board's website.

3.2 The Work of the PARC

The HDSB is committed to providing the best educational opportunities and learning environment within the financial resources available for its students. Curriculum and programming decisions that might require school consolidation, closure or program relocation will endeavour to take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools may form a community of interest and shared values. The Board of Trustees encourages PARCs to be clear about the challenges and opportunities being addressed and work actively to identify and promote shared values and interests.

Attention will first be paid to the current educational situation in the school or group of schools. Attention will then be paid to the potential for enhancing the learning environment for students. The questions set out below are intended to help the PARC to focus on common issues in order to reach a constructive and positive outcome; however, a focus and assessment of individual schools may also be required.

PARC Framework

In respect of the school or group of schools being studied, the PARC will consider, but not be limited to the following:

1. Range of mandatory programs;
2. Range of optional programs;
3. Viability of Program – number of students required to offer and maintain program in an educationally sound and fiscally responsible way;
4. Physical and environmental state of existing schools;
5. Proximity to other schools (non-bus distances, natural boundaries, walking routes);
6. Accommodation of students in permanent school facilities and minimal use of portable classrooms;
7. Balance of overall enrolment in each school in the area to maximize student access to programs, resources, and extra-curricular opportunities and avoid over and underutilization of buildings;
8. Expansion and placement of new ministry or board programs;
9. Stable, long-term boundaries to avoid frequent boundary changes;
10. Cost effectiveness of transportation;
11. Fiscal responsibilities;
12. Existing and potential community uses and facility partnerships;
13. Goals and focus of the current multi-year plan.

Consultation with Local Municipal Governments and Community Partners

Within five (5) business days following the Board of Trustees approval to form a PARC, written notice will be provided to the local municipality where the PAR is to occur, the Region of Halton, as well as other community partners that expressed an interest prior to the pupil accommodation review. The notice will also include an invitation to the aforementioned parties to discuss and comment on the recommended option(s) in the Director's Preliminary Report. The invitation for this meeting will be provided through a written notice from Board staff, and will be directed through the Clerk's Department (or equivalent) for the local municipality and the Region of Halton. Board staff will also provide written invitation to the other community partners to allow them to provide comments.

Board staff will notify the Director(s) of Education of its coterminous school boards and the Ministry of Education through the Office of the Assistant Deputy Minister of the Financial Policy and Business Division, that a PARC has been established.

The affected local municipality, the Region of Halton, as well as other community partners that expressed an interest prior to the pupil accommodation review will be encouraged to provide their responses on the recommended option(s) in the Director's Preliminary Report before the final

public meeting. The HDSB will provide ten (10) business days advance notice of when the final public meeting is scheduled to take place.

Board staff will document its efforts to meet with and obtain information from the affected local municipality and the Region of Halton, as well as other community partners that expressed an interest in the pupil accommodation review; and will provide any relevant information from these meetings as part of the final report to the Board of Trustees.

Public Meetings and Input

Board staff will hold two public meetings within the affected municipality to secure broader community consultation on the recommended option(s) contained in the Director's Preliminary Report. If considered appropriate, Board staff may hold additional public meetings. Board staff will organize and facilitate the public meetings. The public meetings will not be meetings of the Board of Trustees.

Members of the PARC may attend the public meetings held by Board staff in accordance with this policy. If the members of the PARC do not attend such public meetings, the meetings will proceed nonetheless.

Notice of the public meetings will be provided through school newsletters, letters to the school community, the home notification system, the HDSBs website, media releases and advertisements in local community newspapers, and will include date, time, location, purpose, contact information.

Notice of the first public meeting will be provided no less than twenty (20) business days in advance of the meeting. Excluded from the calculation will be school holidays such as summer vacation, winter break and spring break, including adjacent weekends.

The first public meeting will be held no fewer than thirty (30) business days after the Board of Trustees decides to conduct a PAR.

At a minimum, the first public meeting will address the following:

- an overview of the PARC orientation session;
- the Director's Preliminary Report with recommended option(s); and
- a presentation of the School Information Profile(s)

The final public meeting will be held at least forty (40) business days after the date of the first public meeting. Notice of the final public meeting will be provided no less than twenty (20) business days in advance of the meeting. Excluded from the calculation will be school holidays such as summer vacation, winter break and spring break, including adjacent weekends.

Information presented at the public information meetings will be posted on the HDSB website. The public will be have the opportunity to provide input on the information provided at the public meetings. At a minimum, public input will be obtained through the HDSB website. As well, a question and answer section will also be established to respond to queries and input received.

4. Final Director's Report (including Community Consultation)

At the conclusion of the pupil accommodation review process, a Director's Final Report will be submitted to the Board of Trustees. The public will be advised of the availability of the Report by means of community meetings, letters to the community, web site postings, school newsletters, and media releases.

The Director's Final Report will include a community consultation section that contains feedback from the PARC and any public consultations, as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review, and for transparency, identifies key considerations in formulating the final recommendations to the Board of Trustees.

The recommendation(s) accompanying the Director's Final Report may be one or more of the following:

- To maintain the schools and to continue to monitor them (status quo);
- To reorganize the schools, their programs and/or their grade structures;
- To change the boundaries of the schools;
- To consolidate and/or close one or more of the schools;
- To locate or relocate special education placements and programs.

The Director will consider all input received in developing recommendations. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which details a timeline and process for implementation.

The Director's Final Report will be publicly posted on the Board's website no fewer than ten (10) business days after the final public meeting.

5. Public Delegations to the Board of Trustees

Members of the public will be given the opportunity to provide feedback on the Director's Final Report through public delegations to the Board of Trustees at a properly constituted Board meeting.

Notice of the opportunities for public delegations will be provided in accordance with the Board's procedure for public delegations.

Feedback from the public delegations will be compiled and included as information to the Board of Trustees together with the Director's Final Report.

From the posting of the Director's Final Report, there must be no fewer than ten (10) business days before the public delegations.

The Director will present the Final Report, including the compiled feedback from the public delegations, to the Board of Trustees. The Trustees will make the final decision regarding the PAR.

The Board of Trustees has the discretion to approve the recommendation(s) of the Director's Final Report as presented, modify the recommendation(s) of the Director's Final Report, or to approve a different outcome or solution.

There must be no fewer than ten (10) business days between the date of the public delegations and the final decision of the Board of Trustees.

The Board of Trustees will not make its final decision during school holidays such as summer vacation, winter break and spring break, as outlined in the HDSB school year calendar.

If the Board of Trustees decision is consolidation, closure or program relocation, the following school year will be used to plan for and implement the Board of Trustees decision, except where the Board of Trustees and the affected community believe that earlier action is required.

6. Modified Accommodation Review Process

In certain circumstances, the Board of Trustees may find it appropriate to undertake a modified pupil accommodation review process.

A modified pupil accommodation review process may be initiated where two (2) or more of the following factors are present:

- distance to the nearest available accommodation; five (5) kilometers or less; or
- utilization rate of the facility; equal to or below 50% utilization; or
- number of students enrolled at the school; 126 or fewer for elementary schools; or
- when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (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); or,

- there are no more than three (3) schools subject to the pupil accommodation review process; or
- the entire student population of a school, that is subject to a pupil accommodation review process, can be accommodated in another school without a boundary change.

Even though two of these factors are present, the Board of Trustees may, in their discretion, decide to use the standard pupil accommodation review process detailed above.

6.1 Implementing the Modified Accommodation Review Process

(i) Initial Staff Report and School Information Profiles

The Director will prepare a Preliminary Report. The Director's Preliminary Report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process and will specify the factors that are present, based on the list above. The Director's Preliminary Report will be presented to the Board of Trustees.

A School Information Profile will be prepared for each of the schools that may be subject to the modified pupil accommodation review. The School Information Profile(s) will be provided to the Board of Trustees. The School Information Profile(s) must meet the criteria set out in this policy under the standard pupil accommodation review process.

The Board of Trustees will decide whether a modified pupil accommodation review will proceed.

A PARC will not be established if the Board of Trustees decide that a modified pupil accommodation review is warranted.

(ii) Notice Requirements

Following the decision of the Board of Trustees to proceed with a modified pupil accommodation review, the Director's Preliminary Report and School Information Profile(s) will be made available to the public and posted on the Board's website.

Within five (5) business days of the decision of the Board of Trustees, the Director will provide written notice of the decision and include an invitation for a meeting to discuss and comment on the option(s) in the Director's Preliminary Report to the following:

- affected single and upper-tier municipalities through the Clerks' Departments (or equivalent); and
- community partners that expressed an interest prior to the modified pupil accommodation review.

Within five (5) business days of the decision of the Board of Trustees, the Director will provide written notice of the decision to:

- the Director(s) of Education of the coterminous school boards; and
- the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

Municipalities and community partners who were provided with notice must provide their responses, if any, to the recommended options before the public meeting (or, if more than one public meeting is convened, prior to the final public meeting).

(iii) Public Meeting

Board staff will convene and facilitate a public meeting within the affected municipality. Board staff, at their discretion, may convene more than one public meeting.

The public meeting is not a meeting of the Board of Trustees.

The public meeting shall be convened no fewer than thirty (30) business days after the date on which the Board of Trustees decides to conduct a modified pupil accommodation review.

Notice of the public meeting will be provided through school newsletters, letters to the school community, the home notification system, the Board's website, media releases and

advertisements in local community newspapers, and will include date, time, location, purpose, and contact information.

Board staff will record feedback and comments received from the community at the public meeting.

(iv) Director's Final Report and Public Delegations

The Director's Final Report will be posted on the Board's website for the public to view no fewer than ten (10) business days after the final public meeting (if more than one).

The Director's Final Report must include a community consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

Members of the public will be given the opportunity to provide feedback on the Director's Final Report by way of public delegations to the Board of Trustees.

Public delegations will be scheduled no fewer than ten (10) days after the Director's Final Report is publicly posted.

Notice of the opportunity for public delegation will be given in accordance with the Board's policy on public delegations. Public delegations to the Board of Trustees must comply with the Board's policy on such delegations.

Board staff will compile feedback from the public delegations.

(v) Board of Trustees' Decision

The Director will present the Final Report, including the compiled feedback from the public delegations, to the Board of Trustees.

There must be no fewer than ten (10) business days between the public delegations and the final decision of the Board of Trustees.

The Board of Trustees will make the final decision regarding the modified pupil accommodation review.

A transition plan will be developed and implemented following the decision to consolidate and/or close a school.

7. The School Integration Process

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities and neighbourhoods. This process of integration will be carried out in consultation with parents and staff. The Director will establish an Integration Committee immediately following the final decision to close or open a school.

Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment(s).

7.1 Composition of the Integration Committee

The Integration Committee will consist of the following persons:

- From each affected school:
 - the Superintendent of the school
 - the school Principal
 - the Trustee for the school
 - the School council Chair or designate

The Committee has the authority to invite additional members.

7.2 Operation of the Integration Committee

The affected school Superintendent of Education will act as the Chair of the Integration Committee. Other resource personnel can be called to assist the Integration Committee.

7.3 Meetings of the Integration Committee

The Integration Committee will operate within the timelines in this policy and will meet as often as required.

7.4 School Closing Ceremony & Funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program.

The Principal will contact the Superintendent of Business Services to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to \$500.

7.5 Timelines

The Integration Committee will report to the Director and through the Director to the Board of Trustees no later than February of the final year of a school(s) on the progress of integration planning, and again no later than six (6) months after the implementation of the consolidation decision.

8. Exemptions

The Board is not obligated to undertake a pupil accommodation review in any of the following circumstances:

- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the Board's policy;
- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the Board's policy;
- when a lease for the school is terminated;
- when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair;
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, Board staff will inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process. The communities will be informed through a combination of methods including community meetings, letters to the community, web site postings, school newsletters, and media releases.

Board staff will prepare a report to the Board of Trustees which details the circumstances that give rise to an exemption in regard to the school(s) under consideration.

Board staff will, no fewer than five (5) business days after the Board of Trustees decision to proceed with an exemption, provide written notice to the following:

- each of the affected single and upper-tier municipalities through the Clerks' Departments;
- other community partners that expressed an interest prior to the exemption;
- the coterminous school boards in the areas of the affected school(s) through the Directors of Education; and
- the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.

Board staff will implement a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with an exemption to the standard pupil accommodation review process.

Legal References:

Ministry of Education [Pupil Accommodation Review Guideline](#)

Ministry of Education [Community Planning and Partnerships Guideline](#)

[Ontario Regulation 444/98](#)

Board References:

[Community Partnership and Planning Policies](#)

SCHEDULE “A”
(INFORMATION TO BE PROVIDED IN THE SCHOOL INFORMATION PROFILES)

Facility Profile:

- School name and address.
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- School attendance area (boundary) map.
- Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- Size of the school site (acres or hectares).
- Building area (square feet or square metres).
- Number of portable classrooms.
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.).
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
- Ten-year history of major facility improvements (item and cost).
- Projected five-year facility renewal needs of school (item and cost).
- Current Facility Condition Index (FCI) with a definition of what the index represents.
- A measure of proximity of the students to their existing school, and the average distance to the school for students.
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- School utility costs (totals, per square foot, and per student).
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free).
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

Instructional Profile:

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- Describe the course and program offerings at the school.
- Describe specialized service offerings at the school (e.g. cooperative placements, guidance counseling, SHSMs, etc.).
- Current grade configuration of the school (e.g. junior kindergarten to Grade 6, JK to Grade 12, etc.).
- Current grade organization of the school (e.g. number of combined grades, etc.).
- Number of out of area students.
- Utilization factor/classroom usage.
- Summary of five previous years’ enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.

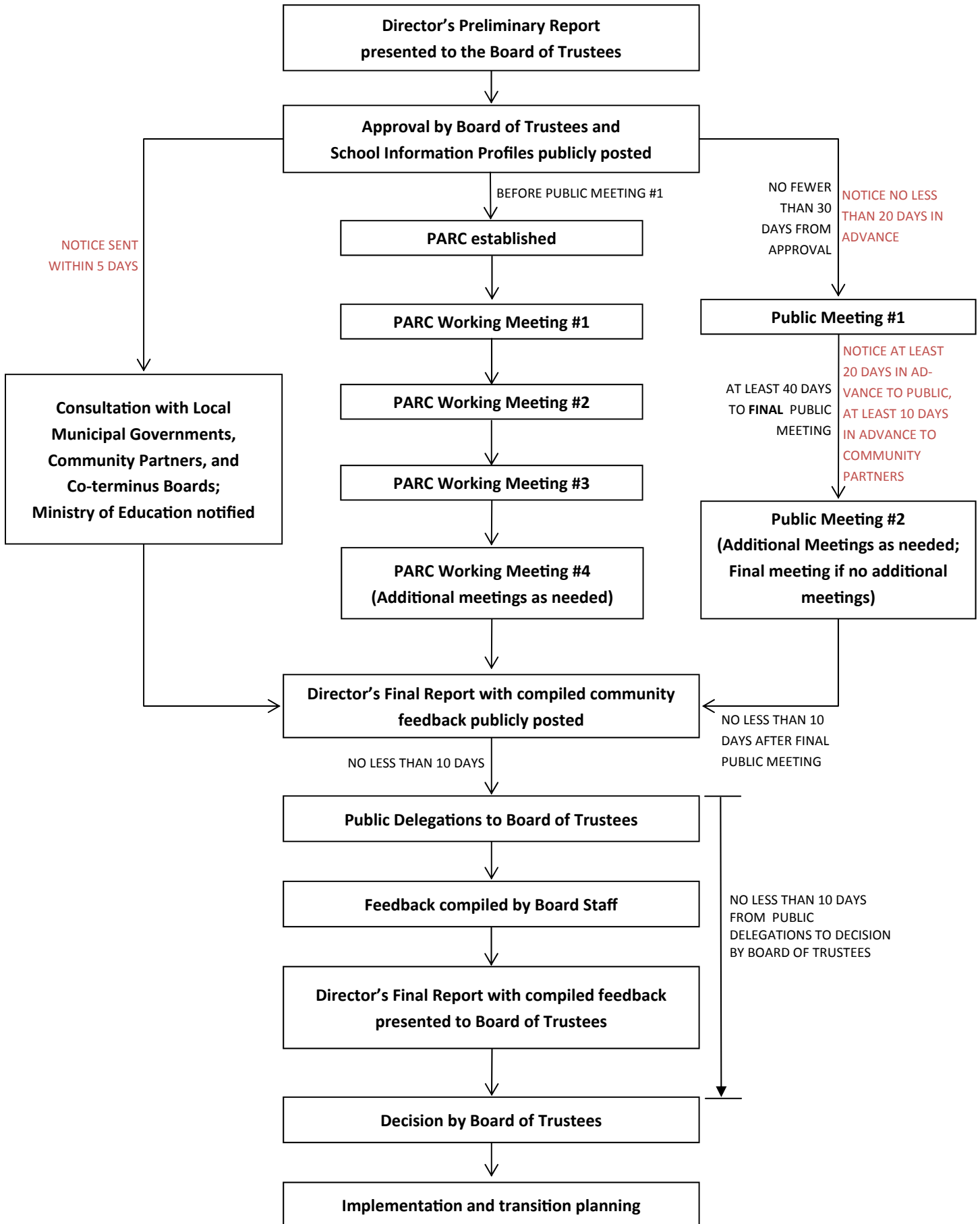
Other School Use Profile

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- Current facility partnerships as well as any revenue from facility partnerships and whether or not it is at full cost recovery.
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- Description of the school’s suitability for facility partnerships.

School board staff may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

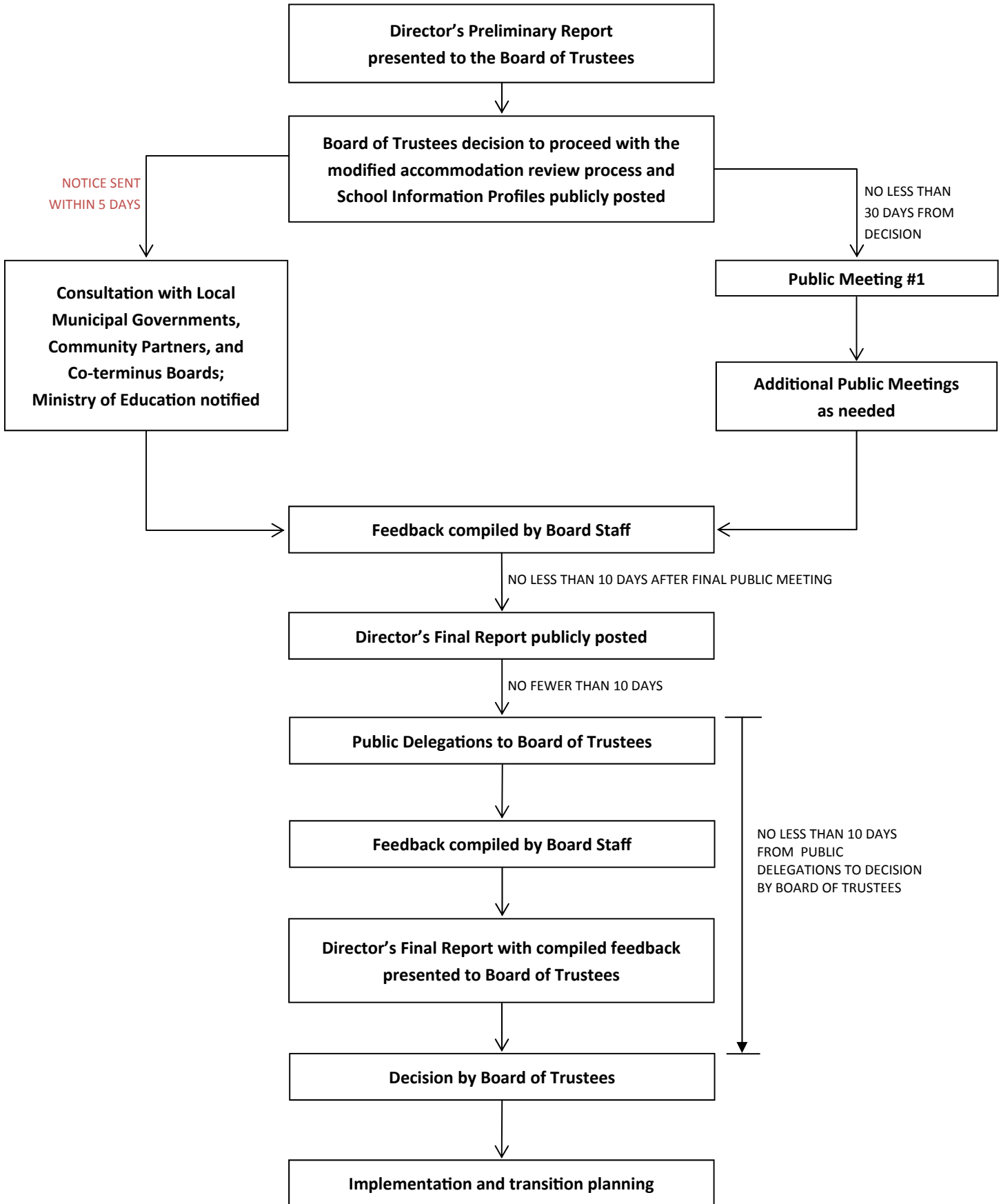
SCHEDULE "B"

Program and Accommodation Review Timeline — Standard Review Process

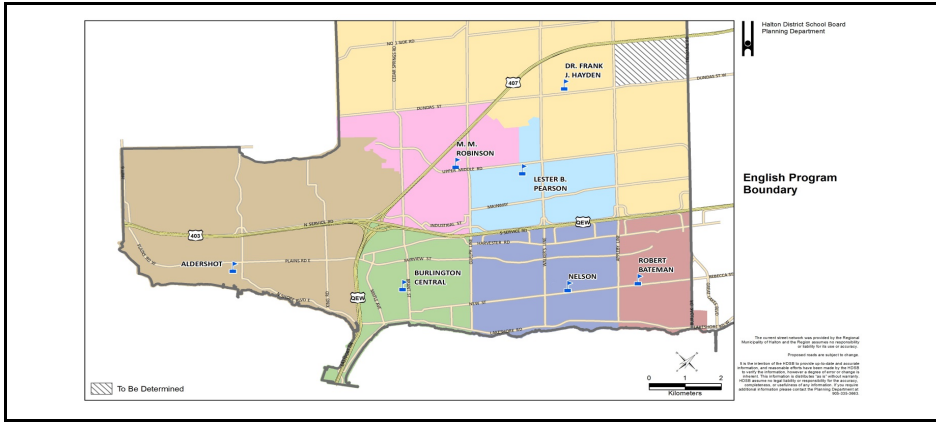


SCHEDULE "B"

Program and Accommodation Review Timeline —Modified Review Process



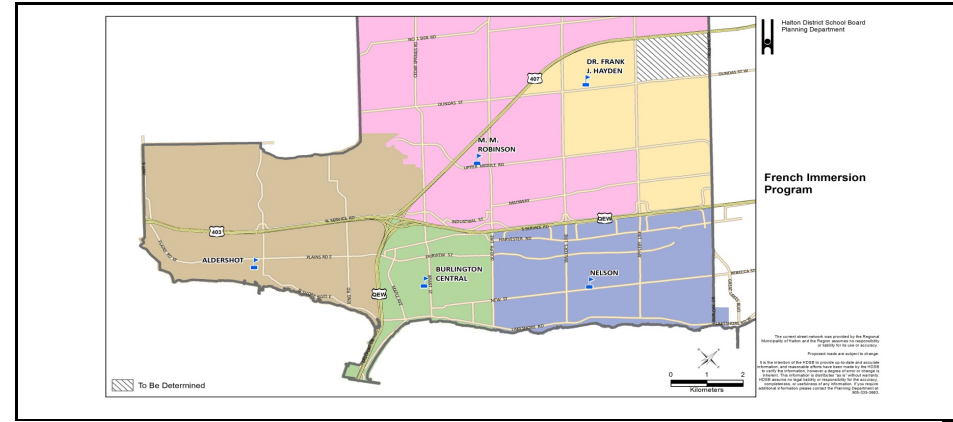
APPENDIX 4



STATUS: Current Boundary and Enrolments for Burlington Secondary Schools
ISSUES:
 By 2020 there will be approximately 1554 (1179 south of the QEW and 376 north of QEW) available spaces at Burlington high schools.
 Overall utilization is near 78%.
 There will be an inequality for enrolments between schools north and south of the QEW.

NOTES:
Aldershot HS: By 2020, utilization rates will be at 87%, with 75 available spaces. Enrolments are expected to continue to decline without anticipated development north of the 403. Development is included in these numbers.
Aldershot HS: Aldershot Elementary PS (Grade 7 & 8) is associated with the facility (not included in projections or OTG). Additional OTG capacity available from the elementary facility.
Burlington Central HS: Enrolments are expected to increase. An excess of 268 pupil places is projected by 2020.
Burlington Central HS: Shares a campus with Central PS. The sports field is not owned by HDSB.
Burlington Central HS: Burlington Central Elementary PS (Grade 7 & 8) is associated with the facility (not included in projections or OTG). Additional OTG capacity available from the elementary facility.
Burlington Central HS: ESL program is located at this school.

School	Program	OTG	Port	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
					Aldershot HS Grades 9-12	ENG	558	10	768	337	358	368	389	381	361
FI	99	106	102	102	102	108				110	114	111	105	114	
Total	436	464	470	491	483	470				466	457	449	434	457	
Available Pupil Places					122	94	88	67	75	88	92	101	109	124	101
Percent Utilization					78%	83%	84%	88%	87%	84%	83%	82%	80%	78%	82%
Burlington Central HS Grades 9-12, Program ESL	ENG	870	6	996	542	532	531	521	505	494	497	501	529	526	525
	FI				54	61	73	79	97	115	118	119	115	107	108
	Total				596	593	605	600	602	610	615	620	645	633	632
Available Pupil Places					274	277	265	270	268	260	255	251	225	237	238
Percent Utilization					69%	68%	70%	69%	69%	70%	71%	71%	74%	73%	73%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	867	890	901	876	869	856	823	835	804	799	783
	FI				139	170	188	211	251	275	303	328	320	295	260
	Total				1006	1060	1089	1087	1120	1131	1127	1162	1124	1094	1043
Available Pupil Places					335	281	252	254	221	210	214	179	217	247	298
Percent Utilization					75%	79%	81%	81%	84%	84%	84%	87%	84%	82%	78%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	560	519	492	497	482	459	439	428	412	437	443
	SCSPED				226	228	224	224	226	227	225	222	221	222	219
	Total				786	747	716	721	709	687	664	650	633	659	662
Available Pupil Places					537	576	607	602	614	636	659	673	690	664	661
Percent Utilization					59%	56%	54%	54%	54%	52%	50%	49%	48%	50%	50%



NOTES CONT':
Nelson HS: Enrolments are expected to increase to approximately 84% utilization by 2020. There will be approximately 221 available pupil places.
Nelson HS: The Secondary Gifted Placement is located at this school.
Nelson HS: Typically attracts students.

Robert Bateman HS: By 2020 utilization is expected to decrease to 54%, with approximately 614 available spaces.
Robert Bateman HS: Contains several specialized classes; Essential, SC-SPED, a Secondary Centre and the International Baccalaureate Program. These programs attract students from other catchments.

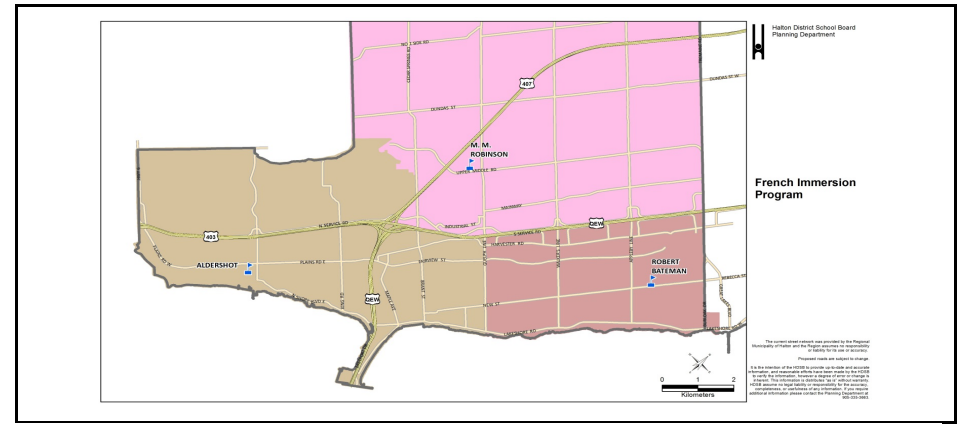
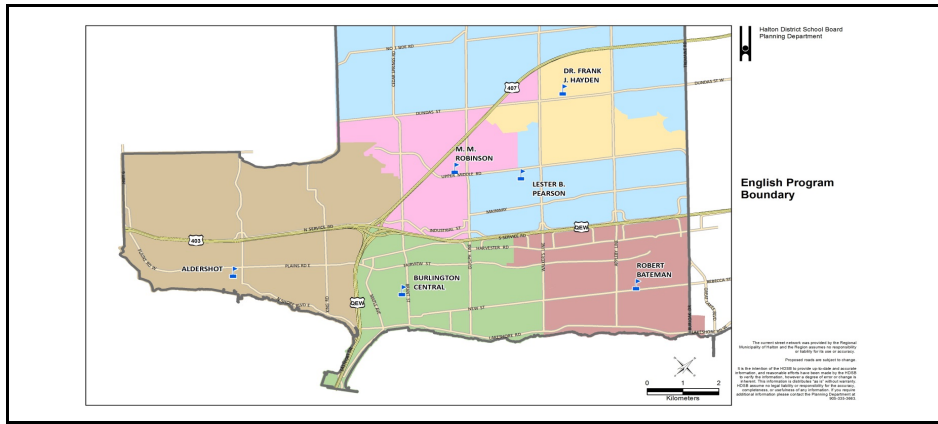
M.M. Robinson HS: By 2020, utilization is expected to be 48% and there will be approximately 697 available pupil places.

Lester B. Pearson HS: In 2020, there will be 306 available pupil places. Utilization is expected to be at 52%.
Lester B. Pearson HS: Sir E. MacMillan PS Extended FI (EXTF) students are directed to this school for grade 9-12 (EXTF)

Dr. Frank J. Hayden SS: Has exceeded total capacity in 2016 with a shortage of 342 spaces and will continue to grow in enrolments until 2021.
Dr. Frank J. Hayden SS: Opened in 2013.

To Be Determined: Evergreen Secondary Plan bounded by Dundas St, 407 ETR and Tremaine Rd. Subdivision plan submitted but currently in the Secondary Plan stage. Timing will likely change.

School	Program	OTG	Port	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026			
					M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	568	531	512	492	478	490	467	449	452
FI	112	106	122	138		141				170	168	172	177	167	168			
SC-SPED	32	32	32	32		32				32	32	32	32	32	32	32		
Total	712	669	666	662		650				692	667	653	660	642	636			
Available Pupil Places					635	678	681	685	697	655	680	694	687	705	711			
Percent Utilization					53%	50%	49%	49%	48%	51%	50%	48%	49%	48%	47%			
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	346	333	318	304	281	290	294	271	277	265	257			
	EXTF				46	46	52	58	55	56	57	54	55	53	51			
	Total				392	379	371	363	336	347	351	325	332	318	308			
Available Pupil Places					250	263	271	279	306	295	291	317	311	324	334			
Percent Utilization					61%	59%	58%	57%	52%	54%	55%	51%	52%	50%	48%			
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1285	1378	1418	1428	1432	1453	1416	1391	1360	1294	1248			
	FI				251	276	331	355	389	397	402	405	376	374	356			
	Total				1536	1654	1749	1783	1821	1850	1818	1797	1736	1667	1604			
Shortage of Pupil Places					-342	-460	-555	-589	-627	-656	-624	-603	-542	-473	-410			
Percent Utilization					129%	139%	146%	149%	153%	155%	152%	150%	145%	140%	134%			
TBD (Grades 9-12)	ENG				0	0	0	0	0	8	16	25	34	44	46			
	FI				0	0	0	0	0	1	3	4	6	8	8			
	Total				0	0	0	0	0	9	19	29	40	52	54			
Total					7275	69	8724	5464	5565	5665	5707	5721	5795	5726	5694	5618	5498	5396



RATIONALE: Based on a PARC Request. Staff modified based on PARC comments:
 - Modified to increase future enrolments at Lester B. Pearson HS.

ISSUES:
 FI Program removed from Dr. Frank J. Hayden SS and Burlington Central HS
 FI program added to Robert Bateman HS
 Gifted Secondary placement redirected to Lester B. Pearson HS.

NOTES:
Aldershot HS: Utilization rates increase to 104% by 2020, then expected to increase to 2021.
Aldershot HS: 210 empty pupil places at Aldershot Elementary PS to be added to the secondary school OTG facility. Currently not included in the 558 OTG.
Aldershot HS: FI boundary expands to include Burlington Central HS.
Burlington Central HS: To be an English only school.
Burlington Central HS: Catchment expands east to Walker's Line.
Burlington Central HS: Utilization rates increase to 93% by 2020, then expected to continue to increase.
Nelson HS: Closes in June 2018
Robert Bateman HS: English catchment expands west to Walker's Line. FI catchment extends to Guelph Line. (Current Nelson HS catchment)
Robert Bateman HS: FI program added.
Robert Bateman HS: Utilization rates increase to 104% by 2020, then will decline again in 2024.
M.M. Robinson HS: FI program expands to include Dr. Frank J Hayden HS.

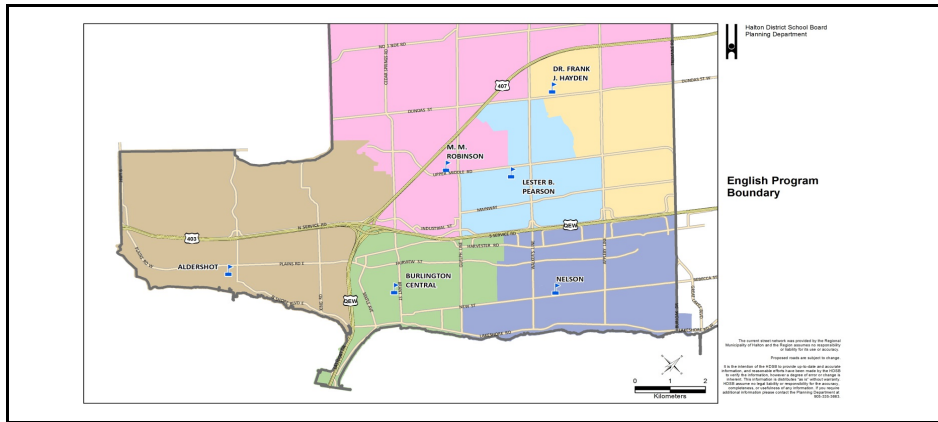
NOTES CONT':
M.M. Robinson HS: Utilization rates increase to 80% by 2020, and will continue to increase until 2021.
Lester B Pearson HS: Catchment expands to include John William Boich PS and Kilbride PS.
Lester B Pearson HS: Utilization rates increase to 100% then increases to 2021.
Lester B Pearson HS: Gifted Secondary placements is redirected from Nelson HS.
Dr. Frank J. Hayden SS: Utilization rates decrease to 104% by 2020, then expected to increase to 2021.
Dr. Frank J. Hayden SS: To be an English only school.
TBD: Assigned to Lester B. Pearson HS (ENG) and M.M. Robinson HS (FI)
IMPACT ON ELEMENTARY SCHOOLS:
Charles R. Beaudoin PS, Orchard Park PS: To have a split grade 8 cohort between Dr. Frank J. Hayden HS (ENG) and M.M. Robinson HS (FI).
Burlington Central Elem PS: To have a split grade 8 cohort between Burlington Central HS (ENG) and Aldershot HS (FI)
Frontenac PS, Tecumseh PS: To have a unified grade 8 cohort.
Kilbride PS, John William Boich PS directed to Lester B Pearson HS.
John T Tuck PS: To have a split grade 8 cohort between Burlington Central HS and Robert Bateman HS.

RESULTS:
 By 2020, there will be approximately 213 available pupil places overall; north of the QEW will have a 225 available pupil places and south of the QEW to have a shortage of 12 pupil places. A reduction of 1341 pupil places. Utilization to increase between 91% and 98%

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		
					Available/Shortage of Pupil Places												
Percent Utilization																	

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		
					Available/Shortage of Pupil Places												
Percent Utilization																	

* At peak elementary enrolment, Aldershot Elementary PS is projected to have 10 rooms available, or an addition 210 OTG Pupil Places



RATIONALE: Staff generated option. Staff modified based on PARC comments:

- To create suitable facilities for SC-SPED and Essential at Nelson
- Food Service program to be relocated from Robert Bateman HS to Nelson HS
- Extend Lester B. Pearson HS catchment to increase enrolments.

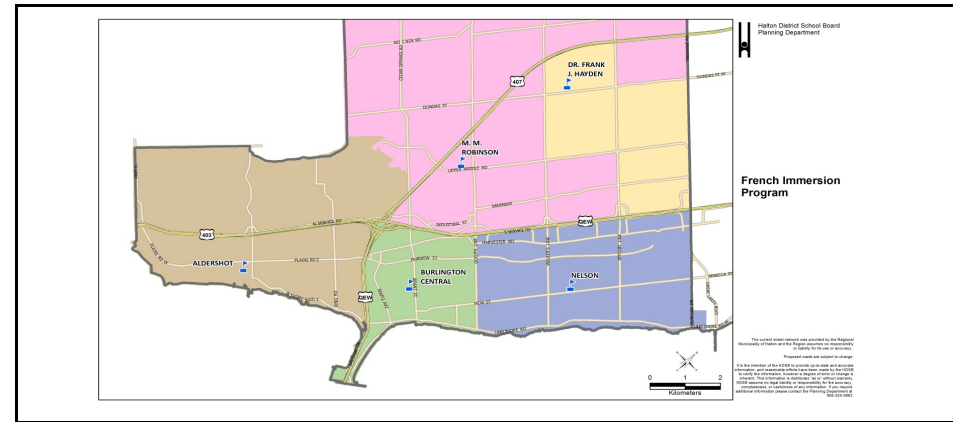
ISSUES:

Lester B. Pearson HS to gain the IB program and Gifted Secondary Placement Program.
 Low enrolments at Aldershot HS and Burlington Central HS
 Low Utilization at M.M. Robinson HS

NOTES

Aldershot HS: Utilization rates increase to 87% by 2020, then expected to decrease.
 Aldershot HS: No change to the Aldershot HS catchment. Enrolment is under 500 students.
 Burlington Central HS: Boundary expands to include areas east of Guelph Line.
 Burlington Central HS: Utilization rates increase to 74% in 2020 and continue to increase until 2024.
 Nelson HS: SC-SPED and ESS programming (both under SC-SPED) and Food Services added. New facilities to be constructed.
 Nelson HS: ENG catchment expands to include Robert Bateman HS.
 Nelson HS: Utilization rates expected to increase to 112%, by 2020, then are projected to decline in 2024.
 Robert Bateman HS: Closes in June 2018.
 M.M. Robinson HS: ENG boundary to expand to include Kilbride PS.
 M.M. Robinson HS: Utilization rates remain under 65%.

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026			
					Available/Shortage of Pupil Places													
Percent Utilization																		



NOTES CONT:

Lester B Pearson HS: International Baccalaureate program to be added.
 Lester B Pearson HS: Secondary Gifted Program to be added
 Lester B Pearson HS: Catchment is to expand to include Florence Mears PS
 Lester B Pearson HS: Utilization rates expected to increase to 134%, by 2020, then are projected to increase to 2021.
 Dr. Frank J. Hayden SS: English boundary to exclude Florence Meares PS and Kilbride PS.
 Dr. Frank J. Hayden SS: Utilization rates decrease to 119% by 2020, then expected to increase to 2021.
 TBD: Assigned to M.M. Robinson HS.

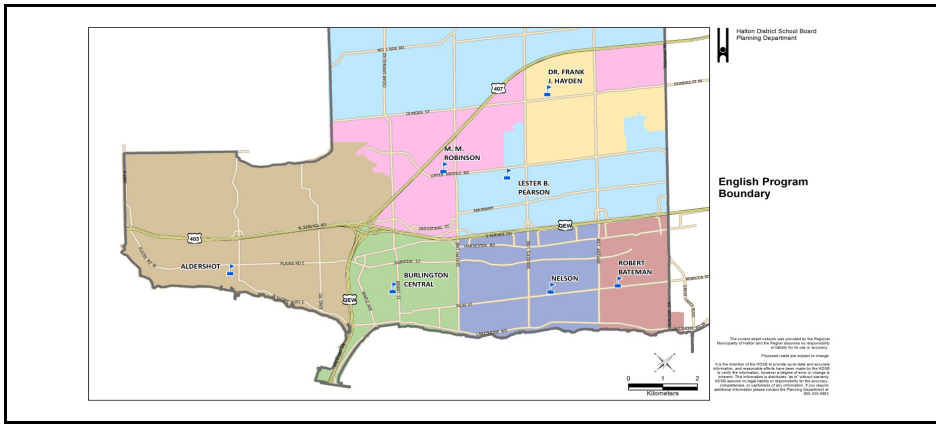
IMPACT ON ELEMENTARY SCHOOLS:

Tecumseh PS, Frontenac PS: Has a unified cohort.
 Kilbride PS: Directed to M.M. Robinson HS
 Florence Meares: Directed to Lester B Pearson HS.

RESULTS:

By 2020, there will be approximately 231 available pupil places overall; south of the QEW will have a 145 available pupil places and north of the QEW will have 86 available pupil places. Overall a reduction of 1512 secondary pupil places. Utilization to increase between 91% and 97%

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026			
					Available/Shortage of Pupil Places													
Percent Utilization																		

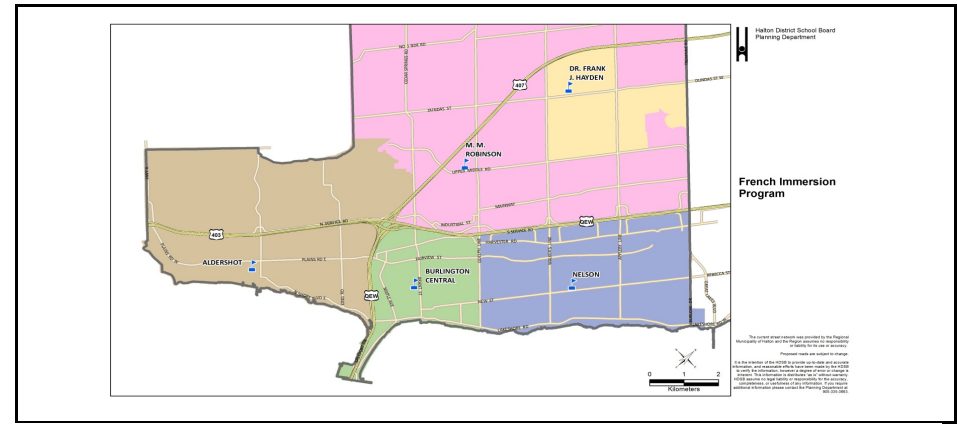


RATIONALE: Staff generated option. Staff modified based on PARC comments:
 - Removed capping from Dr. Frank J Hayden HS and reduced catchment.
 - Extend Lester B. Pearson HS catchment to increase enrolments.

ISSUES:
 Lester B. Pearson HS to gain the IB program and Gifted Secondary Placements.
 Low enrolments at Aldershot HS, Burlington Central SS, Lester B Pearson HS and Robert Bateman HS
 Low Utilization at M.M. Robinson HS

NOTES
Aldershot HS: Utilization rates increase to 87% by 2020, then expected to decrease.
Aldershot HS: No change to the Aldershot HS catchment. Total enrolment is under 500 students.
Burlington Central HS: No change to the Burlington Central HS catchment or enrolments.
Burlington Central HS: Utilization rates remain at 69% in 2020 , then increase until 2024.
Nelson HS: No change to the Nelson HS catchment.
Nelson HS: Utilization rates expected to increase to 84%, by 2020, then are projected to increase until 2023.
Robert Bateman HS: No change to the Robert Bateman HS catchment. Enrolment is under 500 English and IB students.
Robert Bateman HS: Utilization rates are expected to decline to below 50% by 2023.
M.M. Robinson HS: ENG boundary to expand to include Florence Mears PS west of Walker's Line.
M.M. Robinson HS: Utilization rates remain under 65%.

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
					Aldershot HS Grades 9-12										
ENG	558	10	768	337	358	368	389	381	361	356	343	337	329	343	
FI				99	106	102	102	108	110	114	111	105	114		
Total				436	464	470	491	483	470	466	457	449	434	457	
Available/Shortage of Pupil Places				122	94	88	67	75	88	92	101	109	124	101	
Percent Utilization				78%	83%	84%	88%	87%	84%	83%	82%	80%	78%	82%	
Burlington Central HS Grades 9-12, ESL Program															
ENG	870	6	996	542	532	531	521	505	494	497	501	529	526	525	
FI				54	61	73	79	97	115	118	119	115	107	108	
Total				596	593	605	600	602	610	615	620	645	633	632	
Available Pupil Places				274	277	265	270	268	260	255	251	225	237	238	
Percent Utilization				69%	68%	70%	69%	69%	70%	71%	71%	74%	73%	73%	
Nelson HS Grades 9-12, Secondary Gifted Placement															
ENG	1341	12	1593	867	890	901	876	869	856	823	835	804	799	783	
FI				139	170	188	211	251	275	303	328	320	295	260	
Total				1006	1060	1089	1087	1120	1131	1127	1162	1124	1094	1043	
Available/Shortage of Pupil Places				335	281	252	254	221	210	214	179	217	247	298	
Percent Utilization				75%	79%	81%	81%	84%	84%	87%	84%	82%	78%		
Robert Bateman HS Grades 9-12, International Baccalaureate Program															
ENG	1323	3	1386	560	519	492	497	482	459	439	428	412	437	443	
SC-SPED				226	228	224	224	226	227	225	222	221	222	219	
Total				786	747	716	721	709	687	664	650	633	659	662	
Available Pupil Places				537	576	607	602	614	636	659	673	690	664	661	
Percent Utilization				59%	56%	54%	54%	54%	52%	50%	49%	48%	50%	50%	

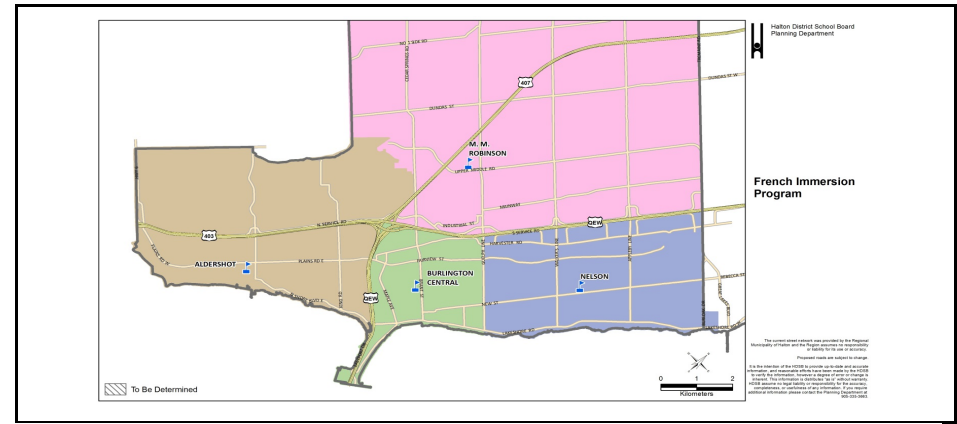
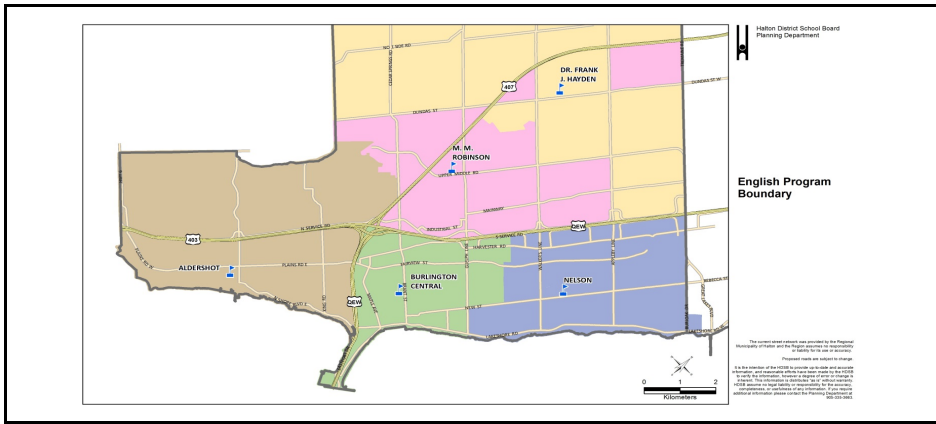


NOTES CONT':
Lester B Pearson HS: Catchment is to expand to include Kilbride PS, Alexander's PS and John William Boich PS south of Upper Middle Road.
Lester B Pearson HS: Utilization rates expected to increase to 108%, by 2020, then are projected to decline.
Dr. Frank J. Hayden SS: English boundary to exclude a portion of Florence Meares PS and a portion of John William Boich PS and Kilbride PS.
Dr. Frank J. Hayden SS: Utilization rates decrease to 108% by 2020, then expected to increase to 2022.
TBD: Assigned to M.M. Robinson HS.

IMPACT ON ELEMENTARY SCHOOLS:
John William PS: Has a split grade 8 cohort between Lester B. Pearson HS (ENG), M.M. Robinson HS (FI) and Dr. Frank J. Hayden HS (ENG, FI)
Alexander's PS: To have a split grade 8 cohort between Lester B. Pearson HS (ENG) and M.M. Robinson HS (FI).
Florence Meares PS: To have a split grade 8 cohort between M.M. Robinson HS and Dr. Frank J. Hayden HS.
Kilbride PS: Directed to Lester B Pearson HS

RESULTS:
 By 2020, there will be approximately 1554 available pupil places overall; south of the QEW will have a 1178 available pupil places and north of the QEW to have 376 available pupil places. No reduction in secondary pupil places. Utilization to increase between 74% and 80%

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		
					M.M. Robinson HS Grades 9-12												
ENG	1347	12	1599	568	531	644	628	621	651	636	622	625	626	615			
FI				112	106	182	194	170	200	200	205	212	204	206			
EXTF				0	0	0	0	0	0	0	0	0	0	0	0		
SC-SPED				32	32	32	32	32	32	32	32	32	32	32	32		
Total	712	669	858	854	823	882	868	860	869	862	853						
Available Pupil Places				635	678	489	493	524	465	479	487	478	485	494			
Percent Utilization				53%	50%	64%	63%	61%	66%	64%	64%	64%	63%				
Lester B. Pearson HS Grades 9-12																	
ENG	642	14	936	346	333	695	688	639	635	603	567	558	519	490			
EXTF				46	46	52	58	55	56	57	54	55	53	51			
Total				392	379	747	746	694	691	660	621	612	572	542			
Available Pupil Places				250	263	-105	-104	-52	-49	-18	21	30	70	100			
Percent Utilization				61%	59%	116%	116%	108%	108%	97%	95%	89%	84%				
Dr. Frank J. Hayden SS Grades 9-12																	
ENG	1194	12	1446	1285	1378	910	908	931	956	954	947	941	901	881			
FI				251	276	270	300	360	368	373	377	346	344	326			
Total				1536	1654	1181	1207	1290	1324	1327	1324	1287	1245	1207			
Available/Shortage of Pupil Places				-342	-460	13	-13	-96	-130	-133	-130	-93	-51	-13			
Percent Utilization				129%	139%	99%	101%	108%	111%	111%	111%	108%	104%	101%			
TBD (Grades 9-12)																	
ENG				0	0	0	0	0	0	0	0	0	0	0			
FI				0	0	0	0	0	0	0	0	0	0	0			
Total				0	0	0	0	0	0	0	0	0	0	0			
Total				7275	69	8724	5464	5565	5665	5707	5721	5795	5726	5694	5618	5498	5396



RATIONALE: Based on a PARC Request. Staff modified based on PARC comments:
 - To balance enrolments north of the QEW.
 - To create suitable facilities for SC-SPED and Essential at Nelson
 - Food Service program from Robert Bateman HS to Nelson HS

ISSUES:
 SC-SPED, ESS programs relocated from Robert Bateman HS to Nelson HS.
 International Baccalaureate (IB) program relocated from Robert Bateman HS to Burlington Central HS.
 FI program removed from Dr. Frank J. Hayden SS.
 Nelson HS exceeds Total Capacity.
 Low enrolments at Aldershot HS
 EXTF program added to M.M. Robinson HS.

NOTES:
 Aldershot HS: Utilization rates increase to 87% by 2020, then expected to decrease.
 Aldershot HS: No change to the Aldershot HS catchment. Total enrolment is under 500 students.
 Burlington Central HS: Boundary expands to include areas east of Guelph Line.
 Burlington Central HS: International Baccalaureate program to be added.
 Burlington Central HS: Utilization rates increase to 90% in 2020 and continue to increase until 2024.
 Nelson HS: SC-SPED and ESS programming (both under SC-SPED) and Food Services added. New facilities to be constructed.
 Nelson HS: ENG catchment expands to include Robert Bateman HS.

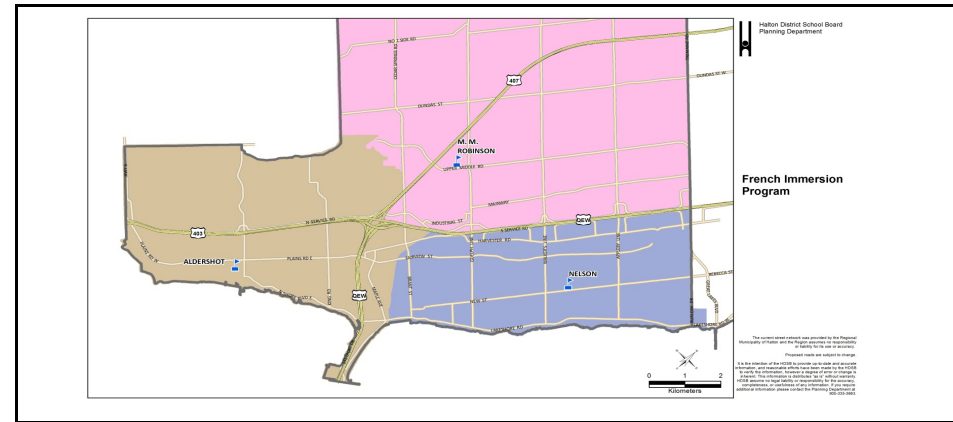
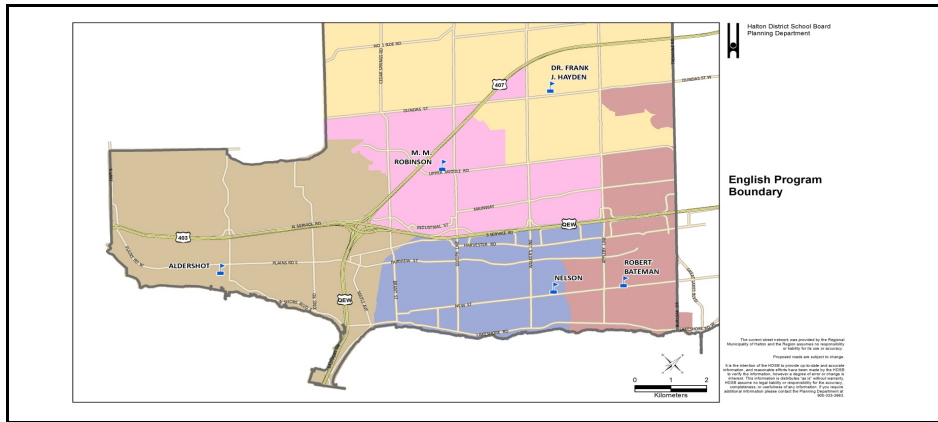
NOTES CONT':
 Nelson HS: Utilization rates expected to increase to 123%, by 2020, then are projected to decline.
 Robert Bateman HS: Closes in June 2018.
 M.M. Robinson HS: ENG boundary to expand to include Lester B. Pearson HS.
 M.M. Robinson HS: FI boundary expanded to include Dr. Frank J. Hayden SS.
 M.M. Robinson HS: EXTF program added.
 M.M. Robinson HS: Utilization rates increase to 105% by 2020, then expected to increase to 2022.
 Lester B. Pearson HS: Closes in June 2018.
 Dr. Frank J. Hayden SS: Becomes an English-only school.
 Dr. Frank J. Hayden SS: Utilization rates decrease to 117% by 2020, then expected to increase to 2021.

IMPACT ON ELEMENTARY SCHOOLS:
 Alexander's PS, John William Boich PS, Orchard Park PS, Charles R. Beaudoin PS: Split grade 8 cohort between Dr. Frank J. Hayden SS (ENG) and M.M. Robinson HS (FI).
 Tecumseh PS, Frontenac PS, C.H. Norton PS: to have a unified cohorts.

RESULTS:
 By 2020, there will be an approximate shortage of 411 pupil places overall; south of the QEW will have a shortage of 266 pupil places and north of the QEW to have a shortage of 145 pupil places. Overall a reduction of 1965 secondary pupil places. Utilization Rates are between 102% and 109%

School	Program	OTG	Port	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
					Aldershot HS Grades 9-12	ENG	558	10	768	337	358	368	389	381	361	356
FI	99	106	102	102	102	108				110	114	111	105	114		
Total	436	464	470	491	483	470				466	457	449	434	457		
Available Pupil Places					122	94	88	67	75	88	92	101	109	124	101	
Percent Utilization					78%	83%	84%	88%	87%	84%	83%	82%	80%	78%	82%	
Burlington Central HS Grades 9-12, ESL Program, IB Program	ENG	870	6	996	542	532	716	704	688	678	681	681	707	698	690	
	FI				54	61	73	79	97	115	118	119	115	107	108	
	Total				596	593	789	784	784	794	800	800	822	805	798	
Available Pupil Places					274	277	81	86	86	76	70	48	65	72		
Percent Utilization					69%	68%	91%	90%	90%	91%	92%	92%	95%	93%	92%	
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	867	890	1208	1190	1168	1131	1078	1082	1039	1063	1061	
	FI				139	170	188	211	251	275	303	328	320	295	260	
	SC-SPED				0	0	224	224	226	227	225	222	221	222	219	
Total					1006	1060	1621	1625	1646	1634	1605	1632	1579	1581	1540	
Available Pupil Places					335	281	-280	-284	-305	-293	-264	-291	-238	-240	-199	
Percent Utilization					75%	79%	121%	121%	123%	122%	120%	122%	118%	118%	115%	
Robert Bateman HS Closed	ENG	1323	3	1386	560	519	0	0	0	0	0	0	0	0	0	
	SC-SPED				226	228	0	0	0	0	0	0	0	0	0	0
	Total				786	747	0	0	0	0	0	0	0	0	0	0
Available Pupil Places					537	576	1323	1323	1323	1323	1323	1323	1323	1323		
Percent Utilization					59%	56%	0%	0%	0%	0%	0%	0%	0%	0%	0%	

School	Program	OTG	Port	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		
					M.M. Robinson HS Grades 9-12, Secondary Gifted Placement	ENG	1347	12	1599	568	531	863	830	794	824	814	782
FI	112	106	453	494		529				568	573	582	559	548	532		
EXTF	0	0	52	58		55				56	57	54	55	53	51		
SC-SPED					32	32	32	32	32	32	32	32	32	32			
Total					712	669	1400	1414	1410	1481	1476	1449	1445	1422	1391		
Available/Shortage of Pupil Places					635	678	-53	-67	-63	-134	-129	-102	-98	-75	-44		
Percent Utilization					53%	50%	104%	105%	105%	110%	110%	108%	107%	106%	103%		
Lester B. Pearson HS Closed	ENG	642	14	936	346	333	0	0	0	0	0	0	0	0	0		
	EXTF				46	46	0	0	0	0	0	0	0	0	0		
	Total				392	379	0	0	0	0	0	0	0	0	0		
Available Pupil Places					250	263	642	642	642	642	642	642	642	642			
Percent Utilization					61%	59%	0%	0%	0%	0%	0%	0%	0%	0%			
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1285	1378	1386	1394	1397	1417	1380	1355	1323	1257	1211		
	FI				251	276	0	0	0	0	0	0	0	0	0	0	
	Total				1536	1654	1386	1394	1397	1417	1380	1355	1323	1257	1211		
Available/Shortage of Pupil Places					-342	-460	-192	-200	-203	-223	-186	-161	-129	-63	-17		
Percent Utilization					129%	139%	116%	117%	117%	119%	116%	113%	111%	105%	101%		
TBD (Grades 9-12)	ENG				0	0	0	0	0	0	0	0	0	0	0		
	FI				0	0	0	0	0	0	0	0	0	0	0		
	Total				0	0	0	0	0	0	0	0	0	0	0		
Total					7275	69	8724	5464	5565	5665	5707	5721	5795	5726	5694	5498	5396



RATIONALE: Based on a PARC Request. Staff modified based on PARC comments:
 - Modified catchments to balance enrolments.
 - Added FI to Aldershot to increase community access to FI.
 - Transfer empty space from Aldershot Elementary to Aldershot Secondary school

ISSUES:
 EXTJ program added to M.M. Robinson HS.
 FI Program removed from Dr. Frank J. Hayden HS
 PAR will be required for the Burlington Central elementary communities.
NOTES:
 Aldershot HS: Utilization rates increase to 139% by 2020, then expected to decrease.
 Aldershot HS: 210 empty pupil places at Aldershot Elementary PS to be added to the secondary school OTG facility. Currently not included in the 558 OTG.
 Aldershot HS: Boundary expands east to rail way tracks.
 Burlington Central HS: **Closes in June 2018.**
 Nelson HS: Catchment expands west to the rail way tracks.
 Nelson HS: Utilization rates increase to 95% by 2020, then increases to 2023.
 Robert Bateman HS: Catchment expands west to include Frontenac PS and expands north to include John William Boich PS catchment.
 Robert Bateman HS: Utilization rates increase to 84% by 2020, then declines.
 M.M. Robinson HS: ENG boundary to expand to include Sir E. MacMillan PS.

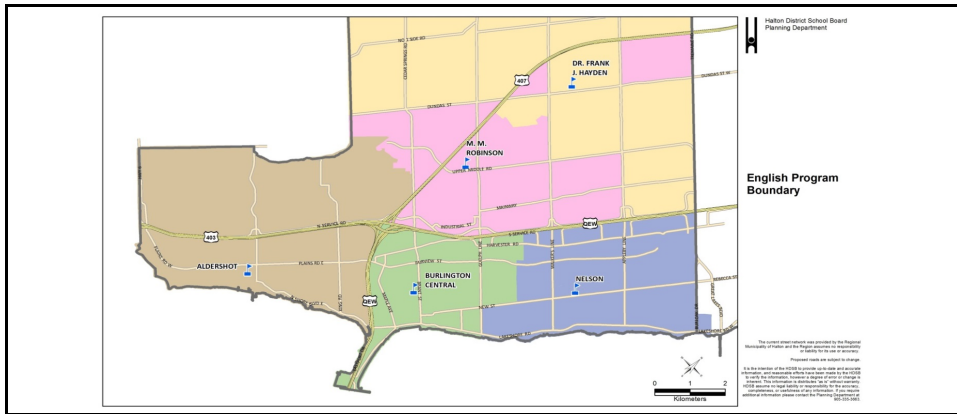
M.M. Robinson HS: FI program expands to include Dr. Frank J Hayden HS.
 M.M. Robinson HS: EXTJ program relocated from Lester B. Pearson HS.
 M.M. Robinson HS: Utilization rates increase to 96% by 2020, and will continue to increase until 2021.
 Lester B Pearson HS: **Closes in June 2018**
 Dr. Frank J. Hayden SS: English boundary to expand to include a portion of C.H Norton PS.
 Dr. Frank J. Hayden SS: Utilization rates decrease to 106% by 2020, then expected to increase to 2021.
 Dr. Frank J. Hayden SS: To be an English only school.
 TBD: Assigned to Dr. Frank J. Hayden HS (ENG) and M.M. Robinson HS (FI)
IMPACT ON ELEMENTARY SCHOOLS:
 John William PS: Has a split grade 8 cohort between M.M. Robinson HS (FI) and Robert Bateman HS (ENG)
 Charles R. Beaudoin PS, Alexander's PS, Orchard Park PS: To have a split grade 8 cohort between Dr. Frank J. Hayden HS (ENG) and M.M. Robinson HS (FI).
 Burlington Central Elem PS, Tecumseh PS: To have a split grade 8 cohort between Aldershot HS and Nelson HS.
 Frontenac PS: To have a unified grade 8 cohort.
 C.H. Norton PS: directed to Dr. Frank J. Hayden SS and M.M. Robinson HS
 John William Boich PS directed to Robert Bateman HS.
 Sir E. MacMillan PS: directed to M.M. Robinson HS.
RESULTS:
 By 2020, there will be approximately 42 available pupil places overall; south of the QEW will have a 62 available pupil places and north of the QEW to have a shortage of 20 pupil places. A reduction of 1512 pupil places. Utilization to increase between 94% and 101%

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
					Aldershot HS Grades 9-12, ESL Program	ENG	558	10	768	337	358	598	642	648	627
FI	99	106	121	125	129	141				143	148	143	134	144	
Total	436	464	719	767	777	768				766	758	758	738	760	
Available/Shortage of Pupil Places					122	94	-161	-209	-219	-210	-208	-200	-200	-180	-202
Percent Utilization					78%	83%	129%	137%	139%	138%	137%	136%	136%	132%	136%
Burlington Central HS Closed	ENG	870	6	996	542	532	0	0	0	0	0	0	0	0	0
	FI				54	61	0	0	0	0	0	0	0	0	0
	Total				596	593	0	0	0	0	0	0	0	0	0
Available Pupil Places					274	277	870	870	870	870	870	870	870	870	
Percent Utilization					69%	68%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	867	890	1041	986	956	932	894	899	883	861	841
	FI				139	170	243	267	321	358	389	414	403	372	338
	Total				1006	1060	1283	1254	1277	1290	1282	1313	1286	1233	1180
Available/Shortage of Pupil Places					335	281	58	87	64	51	59	28	55	108	161
Percent Utilization					75%	79%	96%	93%	95%	96%	98%	96%	92%	88%	
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	560	519	880	897	879	839	812	809	780	819	816
	SCSPED				226	228	224	224	226	227	225	222	221	222	219
	Total				786	747	1104	1121	1105	1066	1037	1031	1002	1041	1035
Available Pupil Places					537	576	219	202	218	257	286	292	321	282	288
Percent Utilization					59%	56%	83%	85%	84%	81%	78%	78%	76%	79%	78%

* At peak elementary enrolment, Aldershot Elementary PS is projected to have 10 rooms available, or an addition 210 OTG Pupil Places

School	Program	OTG	Port Cap	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
					M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	568	531	780	723	679	695	676
FI	112	106	453	494		529				568	573	582	559	548	532	
EXTJ	0	0	52	58		55				56	57	54	55	53	51	
SCSPED	32	32	32	32		32				32	32	32	32	32	32	
Total	712	669	1317	1307		1296				1352	1338	1315	1299	1273	1242	
Available/Shortage of Pupil Places					635	678	30	40	51	-5	9	32	48	74	105	
Percent Utilization					53%	50%	98%	97%	96%	100%	99%	98%	96%	94%	92%	
Lester B. Pearson HS Closed	ENG	642	14	936	346	333	0	0	0	0	0	0	0	0	0	
	EXTJ				46	46	0	0	0	0	0	0	0	0	0	
	Total				392	379	0	0	0	0	0	0	0	0	0	
Available Pupil Places					250	263	642	642	642	642	642	642	642	642		
Percent Utilization					61%	59%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1285	1378	1242	1258	1265	1319	1303	1277	1273	1213	1179	
	FI				251	276	0	0	0	0	0	0	0	0	0	0
	Total				1536	1654	1242	1258	1265	1319	1303	1277	1273	1213	1179	
Available/Shortage of Pupil Places					-342	-460	-48	-64	-71	-125	-109	-83	-79	-19	15	
Percent Utilization					129%	139%	104%	105%	106%	110%	109%	107%	107%	102%	99%	
TBD (Grades 9-12)	ENG				0	0	0	0	0	0	0	0	0	0	0	
	FI				0	0	0	0	0	0	0	0	0	0	0	
	Total				0	0	0	0	0	0	0	0	0	0	0	
Total					7275	69	8724	5464	5565	5707	5721	5795	5726	5694	5498	5396

Option 23e - Robert Bateman & Lester B. Pearson Closes, Dr. Frank J. Hayden Program Change



RATIONALE: Option 23 based on a PARC request. Option 23e staff modified based on PARC and public comments:

- To ensure students have access to optional courses.
- To allow time to construct suitable facilities at M.M. Robinsion HS and Nelson HS.
- To allow grandparenting for specific areas and programs.

Low enrolments at Aldershot HS. Aldershot HS to become an Innovation Centre.
 International Baccalaureate (IB) program relocated in two phases (2018, 2019) from Robert Bateman HS to Burlington Central HS.
 English, SC-SPED, ESS programs transitioned from Robert Bateman HS to Nelson HS and M.M. Robinsion HS, in two phases. (2018, 2019) New facilities to be constructed.

M.M. Robinsion HS exceeds Total Capacity in 2021 and 2022. Dr. Frank J Hayden SS exceeds Total Capacity from 2016 to 2020.

EXTF program added to M.M. Robinsion HS.

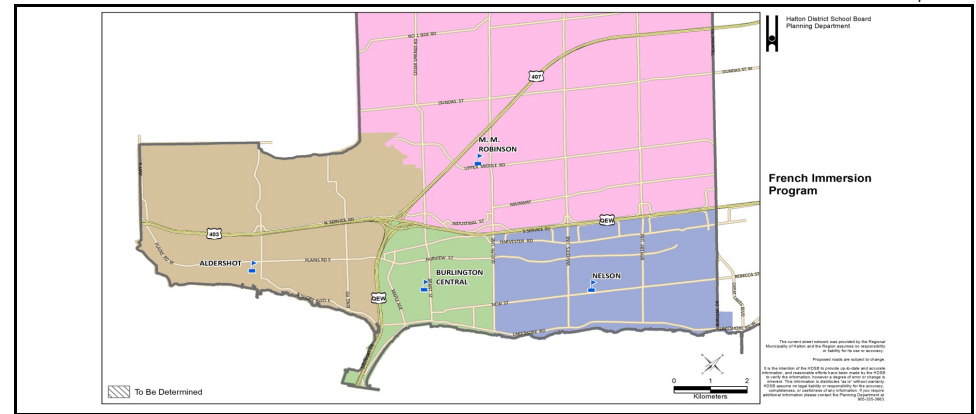
FI program phased out of Dr. Frank J. Hayden SS.

NOTES:

- Aldershot HS:** No change to the Aldershot HS catchment. Total enrolment is under 500 students.
- Burlington Central HS:** Boundary expands to include areas east to Cumberland Ave. Students to transition starting in 2018 with grade 9. Burlington Central HS: International Baccalaureate program to be phased in starting with grades 9 in 2018, grades 11 and 12 in 2019.
- Nelson HS:** Essential grade 9 students to transition to Nelson HS in 2018. Grades 11 and 12 to transition to Nelson HS in 2019.
- Nelson HS:** SC-SPED grades 9 to 12 students to transition to Nelson HS in 2019.
- Nelson HS:** Students south of QEW/Hwy 403 to continue to attend Nelson HS for Gifted Placement starting in 2018. Secondary Gifted Placement's students in grades 10 to 12, in 2018, are grandparented at Nelson HS.
- Nelson HS:** ENG catchment expands to include current Robert Bateman HS catchment. Students entering grades 9 in 2018 will be directed to Nelson. Grades 11 and 12 students at Robert Bateman HS are to transition in Sept 2019.
- Robert Bateman HS:** Closes in June 2019.

Option 23e - Robert Bateman & Lester B. Pearson Closes, Dr. Frank J. Hayden Program Change

06-Apr-17



Robert Bateman HS: Grade 9 English, IB and Essential students are not accepted into Robert Bateman HS in 2018.

Robert Bateman HS: Grades 11 and 12 English, Essential students and grades 9-12 SC-SPED students to transition to Nelson HS for Sept 2019.

Robert Bateman HS: Grades 11 and 12 IB students to transition to Burlington Central HS for Sept 2019.

M.M. Robinsion HS: In 2018, ENG boundary to expand to include Lester B. Pearson HS, FI boundary expanded to include Dr. Frank J. Hayden SS.

M.M. Robinsion HS: EXTF program added in 2018.

M.M. Robinsion HS: A new north secondary gifted placement for students that reside north of QEW/Hwy 403 to be phased in, starting with grade 9, in 2018.

M.M. Robinsion HS: A new north Essential program for students that reside north of QEW/Hwy 403 to be phased in starting with grade 9 in 2018.

Lester B. Pearson HS: Closes in June 2018.

Lester B. Pearson HS: Students are directed to M.M. Robinsion HS.

Dr. Frank J. Hayden SS: Becomes an English-only school.

Dr. Frank J. Hayden SS: FI to be phased out of Dr. Frank J Hayden SS. Starting Sept 2018, grade 9 to be redirected to M.M. Robinsion HS. Current FI students grandparented at Dr. Frank J Hayden SS.

TBD area: To be directed to M.M. Robinsion HS.

IMPACT ON ELEMENTARY SCHOOLS:

Alexander's PS, John William Boich PS, Orchard Park PS: Split grade 8 cohort between Dr. Frank J. Hayden SS (ENG) and M.M. Robinsion HS (FI).

Charles R. Beaudoin PS: Split grade 8 cohort among Dr. Frank J. Hayden SS (ENG), M.M. Robinsion HS (FI), and Nelson (SC-SPED (Gifted))

Tecumseh PS, Frontenac PS, C.H. Norton PS: to have a unified cohorts.

RESULTS:

By 2020, there will be an approximate shortage of 411 pupil places overall; south of the QEW will have a shortage of 42 pupil places and north of the QEW to have a shortage of 369 pupil places. Overall a reduction of 1965 secondary pupil places. Utilization Rates are between 102% and 109%

School	Program	OTG	Port	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
					Aldershot HS Grades 9-12	ENG	558	10	768	337	358	368	389	381	361
FI	99	106	102	102	102	108				110	114	111	105	114	
Total	436	464	470	491	483	470				466	457	449	434	457	
Available/Shortage of Pupil Places					122	94	88	67	75	88	92	101	109	124	101
Percent Utilization					78%	83%	84%	88%	87%	84%	83%	82%	80%	78%	82%
Burlington Central HS Grades 9-12, ESL Program, IB Program	ENG	870	6	996	542	532	576	681	672	675	681	681	707	698	690
FI	54				61	73	79	97	115	118	119	115	107	108	
Total	596				593	650	760	769	791	799	800	822	805	798	
Available Pupil Places					274	277	220	110	101	79	71	70	48	65	72
Percent Utilization					69%	68%	75%	87%	88%	91%	92%	92%	94%	93%	92%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	867	890	950	1175	1126	1063	1012	1024	992	1022	1026
FI	139				170	188	211	251	275	303	328	320	295	260	
SC-SPED	0				0	30	192	182	146	145	143	143	143	141	
Total	1006	1060	1168	1579	1559	1484	1460	1495	1454	1460	1428				
Available/Shortage of Pupil Places					335	281	173	-238	-218	-143	-119	-154	-113	-119	-87
Percent Utilization					75%	79%	87%	118%	116%	111%	109%	111%	108%	109%	106%
Robert Bateman HS HS Closed	ENG	1323	3	1386	560	519	372	0	0	0	0	0	0	0	0
SC-SPED	226				228	173	0	0	0	0	0	0	0	0	
Total	786				747	544	0	0	0	0	0	0	0	0	
Available Pupil Places					537	576	779	1323	1323	1323	1323	1323	1323	1323	
Percent Utilization					59%	56%	41%	0%	0%	0%	0%	0%	0%	0%	0%

School	Program	OTG	Port	Total	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
					M.M. Robinsion HS Grades 9-12, Secondary Gifted Placement	ENG	1347	12	1599	568	531	889	868	852	895
FI	112	106	222	340	443	568				573	582	559	548	532	
EXTF	0	0	52	58	55	56				57	54	55	53	51	
SC-SPED	32	32	53	64	77	113				112	111	111	111	110	
Total	712	669	1216	1331	1426	1633	1621	1587	1570	1543	1503				
Available/Shortage of Pupil Places					635	678	131	16	-79	-286	-274	-240	-223	-196	-156
Percent Utilization					53%	50%	90%	99%	106%	121%	120%	118%	117%	115%	112%
Lester B. Pearson HS HS Closed	ENG	642	14	936	346	333	0	0	0	0	0	0	0	0	0
EXTF	46				46	0	0	0	0	0	0	0	0		
Total	392				379	0	0	0	0	0	0	0	0		
Available Pupil Places					250	263	642	642	642	642	642	642	642	642	
Percent Utilization					61%	59%	0%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1285	1378	1386	1394	1397	1417	1380	1355	1323	1257	1211
FI	251				276	231	153	87	0	0	0	0	0	0	
Total	1536				1654	1617	1547	1484	1417	1380	1355	1323	1257	1211	
Shortage of Pupil Places					-342	-460	-423	-353	-290	-223	-186	-161	-129	-63	-17
Percent Utilization					129%	139%	135%	130%	124%	119%	116%	113%	111%	105%	101%
TBD (Grades 9-12)	ENG				0	0	0	0	0	0	0	0	0	0	0
FI	0				0	0	0	0	0	0	0	0	0		
Total	0				0	0	0	0	0	0	0	0	0		
Total		7275	69	8724	5464	5565	5665	5707	5721	5795	5726	5694	5618	5498	5396

APPENDIX 5

Members of the PARC

Chair (Superintendent)	Scott Podrebarac
Trustee (ad hoc member)	Donna Danielli Email: daniellid@hdsb.ca
Principal or designate from each school (as a resource only)	Aldershot High School -- Maria McLellan Burlington Central High School -- Kelli Pfeiffer Dr. Frank J. Hayden Secondary School -- Nicholas Varricchio Lester B. Pearson High School -- Loraine Fedurco M.M. Robinson High School -- Andrea Taylor Nelson High School -- Karen Hartman Robert Bateman High School -- Mark Duley
<p>Two parents/guardians from each school:</p> <ul style="list-style-type: none"> • 1 parent/guardian to be selected by Superintendent through submission of expression of interest. • 1 parent/guardian to be nominated by School Council Chair. <p>For the duration of the PARC, input could be shared directly with your local school's parent/guardian representatives by email. Both representatives received emails sent to the school's PARC email address, which was available on this webpage. Following the final PARC meeting on March 27, 2017, the email addresses are no longer active. Please see Community Involvement for other ways to get involved.</p> <p><i>Please read Fair Notice Statement at the bottom of the page prior to sending emails to PARC representatives.</i></p>	<p>Aldershot HS</p> <ul style="list-style-type: none"> • Steve Cussons • Eric Szyiko <p>Burlington Central HS</p> <ul style="list-style-type: none"> • Ian Farwell • Marianne Meed Ward <p>Dr. Frank J. Hayden SS</p> <ul style="list-style-type: none"> • Matthew Hall • Tricia Hammill <p>Lester B. Pearson HS</p> <ul style="list-style-type: none"> • Steve Armstrong • Cheryl De Lugt <p>M.M. Robinson HS</p> <ul style="list-style-type: none"> • Marie Madenzides • Dianna Bower <p>Nelson HS</p> <ul style="list-style-type: none"> • Kate Nazar • Rebecca Collier <p>Robert Bateman HS</p> <ul style="list-style-type: none"> • Lisa Bull • Sharon Picken
Municipal Delegate (optional)	James Ridge (City Manager)

APPENDIX 6

Minutes/Notes from PARC Meeting #1

Burlington Secondary Schools Program and Accommodation Review

January 26, 2017

J.W. Singleton Education Centre - 2050 Guelph Line, Burlington, ON
Board Room - 7:00 PM

[Note: Revisions were made based on PARC member requests \(Feb 14, 2017\).](#)

Attendees:

Present: Scott Podrebarac (Chair), Donna Danielli (Trustee), Eric Szyiko (Parent Rep, ALD), Steve Cussons (Parent Rep, ALD), Marianne Meed Ward (Parent Rep, BCH), Ian Farwell (Parent Rep, BCH), Matthew Hall (Parent Rep, DFH), Tricia Hammill (Parent Rep, DFH), Cheryl De Lugt (Parent Rep, LBP), Steve Armstrong (Parent Rep, LBP), Marie Madenzides (Parent Rep, MMR), Dianna Bower (Parent Rep, MMR), Rebecca Collier (Parent Rep, NEL), Kate Nazar (Parent Rep, NEL), Sharon Picken (Parent Rep, RBH), Lisa Bull (Parent Rep, RBH), James Ridge (City Manager), Maria McLellan (Principal, ALD), Kelli Pfeiffer (Principal, BCH), Nick Varricchio (Principal, DFH), Loraine Fedurco (Principal, LBP), Andrea Taylor (Principal, MMR), Karen Hartman (Principal, NEL), Mark Duley (Principal, RBH), Domenico Renzella (General Manager of Planning), Michelle D'Aguiar (Senior Planner), Dhilan Gunasekara (Planner), Kirk Perris (Ipsos Reid), Adriana Tari (Ipsos Reid), Stuart Miller (Director of Education).

On January 26, 2017, the Halton District School Board (HDSB) held the first of four meetings to deliberate on varying options to manage declining enrolment in several HDSB high schools in the City of Burlington. The HDSB is following provincial guidelines set by the Ministry of Education for school boards to undertake pupil accommodation reviews.

The focus of these meetings is for members of the HDSB's Program and Accommodation Review Committee (PARC) to deliberate on options, drafted by HDSB staff and by PARC members themselves. All options are to be considered and a short list is to be presented to the Director of Education will make a recommendation or recommendations to the Board of Trustees. The Board of Trustees will ultimately decide the best course of action for the Board to remain fiscally sound while also accommodating the communities the Board serves.

The PARC is comprised of 14 volunteers, who are parents or guardians of children in one of seven HDSB high schools located in the City of Burlington.

Leading up to the first meeting, PARC members were asked to complete a short survey online. The aim of the short survey was to gauge members' perceptions on the current options, which

stood at 23 options. The data from the survey served to guide the at-table discussions, which comprised the bulk of the time of the meeting. A short synopsis of the email survey is located in Table 1 below.

Table 1: Email Survey – PARC Options

Option #	Checkbox: Place an "X" in One Box Only per Option			Open Ended	Yes/No
	I generally support this option	I generally do not support this option	More info	Comment (1-2 sentences)	Discussion
Example: Option #99	X			I support this option because...	Yes

The survey generated 7 responses from the 14 participants. At the PARC meeting several members claimed to have had problems opening the email or problems being able to reply.

Organization of PARC Meeting #1

The PARC meeting was held at the HDSB office from 7pm to 9pm on January 26, 2017. Members of the public were invited to attend the meeting as observers only. The meeting began with some introductory remarks from the Ipsos facilitator, and members of the HDSB senior team including Stuart Miller (Director of Education), Dom Renzella (General Manager of Planning) and Scott Podrebarac (Superintendent of Education and Chair of the PARC). As well, Donna Danielli the Trustee ad hoc member to the PARC were introduced.

The remainder of the meeting was devoted to two at-table discussions. There were seven PARC members at each table representing each of the seven HDSB high schools in Burlington. One table was moderated by Kirk Perris (Ipsos); the other table was moderated by Superintendent Podrebarac.

The data presented in this memo is derived from meeting notes and recordings taken at the two at-table discussions.

Results

The results present findings from the two at-table discussions. The topic of discussion was each of the 23 options. These options had been previously circulated among PARC members.

About half of the options generated no discussion or support from the online survey, or from the in-person groups and will be recommended for removal from the existing list. These 13 options include Options 1, 2, 3, 5, 8, 11, 12, 13, 14, 16, 17, 18, and 20c.

Options that generated further discussion were presented in sequence below with accompanying summaries of commentary recorded during the at-table discussions:

All options are available on the Board website under Program and Accommodation Review Committee (PARC) Meeting Materials.

Option 4: Some more discussion was requested, particularly regarding the movement of IB programs. There was discussion on the costs and logistics (i.e., movement of IB-trained teachers and IB students). It was identified that there had been four occurrences in Ontario where an IB program had moved from one high school to another. In addition, there was concern regarding the relocation of special education students from Robert Bateman HS ([Revised based on PARC request: Feb 14, 2017](#)).

Option 6: The discussion was only that there was agreement at one table to change the boundaries for Dr. Frank J. Hayden SS.

Option 7: The discussion was to consider having the same boundaries for French Immersion and English programs. Further, details were sought on the proposed process to cap grade 9 student enrolment at Dr. Frank J. Hayden SS. There was also resistance to install portables to manage enrolment overflow in any high school.

Option 9: There was a request to have more data on student enrolment in the apprenticeship program, community pathways program, and SHSM program. Further discussion regarding special education programs and non-credit bearing programs ensued. There was concern regarding the relocation of special education students from Robert Bateman HS ([Revised based on PARC request: Feb 14, 2017](#)).

Option 10: A general comment for more discussion was requested. There was also concern regarding the relocation of special education students from Robert Bateman HS ([Revised based on PARC request: Feb 14, 2017](#)).

Option 15: A general comment for more discussion was requested.

Option 19: There was a degree of support for Option 19, as compared to the previously identified options in this section. There was concern, however, with the outcome of splitting grade 8 cohorts from varying feeder schools, that students should not be crossing the QEW highway, that a walkable school is needed with emphasis on affected students in Lester B. Pearson HS were to close, and the impact of additional transportation costs to bus affected students if one of the two named high schools were to close. There was a request to amend the option so that Robert Bateman HS did not receive a French Immersion program.

Option 20a: There was a request for more information that would be available from a meeting held by the Board on February 1, 2017. Boundary review information was desired.

Option 20b: There was support to consolidate the French Immersion programs at select schools to create large French Immersion programs. There was also a request to know if Gary Allan HS could be considered as part of the option.

Option 21a: A general comment for more discussion was requested.

Option 21b: A general comment for more discussion was requested.

Option 22: It was noted by some PARC members, that in their opinion, if this option were to be implemented, M.M. Robinson HS would need a new wing to accommodate special education programs. PARC members discussed whether funding for this extension could be acquired, in part, from costs savings if transportation was reduced. There were concerns, however, that Burlington Central high school is currently not AODA compliant ([Revised based on PARC request: Feb 14, 2017](#)).

Option 23: Option 23 generated the most discussion with a mixture of members who support this option and members who do not support this option. This option would require construction of a new wing at M.M. Robinson HS to accommodate special education classes redirected from Robert Bateman HS.

There was a recommendation that Kilbride PS, CH Norton PS, Florence Meares PS and John William Boich PS be redirected to Lester B. Pearson HS as feeder schools.

There was also opposition to this option as it was felt that Robert Bateman HS has received numerous upgrades over the last few years for special education programs and that M.M. Robinson HS currently does not have the facility capacity to meet special education programming requirements if programming were moved from Robert Bateman HS. Further, the prospect of bussing special education students to Milton was deemed unacceptable as it would require vulnerable students to change schools, including new teachers and school environments multiple times.

The issue of grandfathering special education students was then discussed. Given that special education students have special needs and that this arrangement would remain in place for up to seven years, would pose challenges to the grandfathering proposal.

An added comment was that this Option would result in low enrolment in the French Immersion programs at Aldershot H.S. and Burlington Central H.S.

Overall:

In order to make informed decisions on the feasibility of a given option there was a desire to have greater access to budgeting decisions and changes (e.g., basis to determine and reason for change of projected renewal needs costs). The same broad request was for transportation costs. A specific request was to understand how the number of feeder schools to Lester B. Pearson HS had been reduced to 1.5.

In terms of consideration for alternatives, there was a noted comfort of having schools operating as low as 90% capacity and as high as 110% capacity. Considerations were also noted for

portables as a temporary option to accommodate enrolment overflow, as well as creative timetabling whereby larger enrolment could be reasonably accommodated.

Some additional questions that were posed are listed as follows:

1. What is the number of timetable conflicts at all secondary schools Burlington and Halton?
2. What is the number of students in the Orchard Park PS, Alexander's PS and John William Boich PS that opt to attend Corpus Christi Catholic SS?
3. Why was Dr. Frank J. Hayden SS built when there was a shortage of space?
4. What are the costs to build a new wing for SC-SPED students at M.M. Robinson HS? Could savings from transportation be used for this new wing?
5. Can the Board produce costs and logistics to move CPP/SC-SPED program and equipment to another school?

The meeting concluded with information on school tours, the invitation to circulate more information, including new or revised options, include missing emails of PARC members, and a reminder of the next PARC meeting, scheduled at the same time and location on February 2, 2017.

The meeting adjourned at 9:05pm.

Minutes/Notes from PARC Meeting #2 Burlington Secondary Schools Program and Accommodation Review

February 2, 2017

J.W. Singleton Education Centre - 2050 Guelph Line, Burlington, ON

Board Room - 7:00 PM

Present: Scott Podrebarac (Chair), Donna Danielli (Trustee), Eric Szyiko (Parent Rep, ALD), Steve Cussons (Parent Rep, ALD), Marianne Meed Ward (Parent Rep, BCH), Ian Farwell (Parent Rep, BCH), Cheryl De Lugt (Parent Rep, LBP), Steve Armstrong (Parent Rep, LBP), Marie Madenzides (Parent Rep, MMR), Dianna Bower (Parent Rep, MMR), Rebecca Collier (Parent Rep, NEL), Kate Nazar (Parent Rep, NEL), Sharon Picken (Parent Rep, RBH), James Ridge (City Manager), Maria McLellan (Principal, ALD), Kelli Pfeiffer (Principal, BCH), Nick Varricchio (Principal, DFH), Loraine Fedurco (Principal, LBP), Andrea Taylor (Principal, MMR), Karen Hartman (Principal, NEL), Mark Duley (Principal, RBH), Domenico Renzella (General Manager of Planning), Michelle D'Aguiar (Senior Planner), Dhilan Gunasekara (Planner), Kirk Perris (Ipsos Reid), Adriana Tari (Ipsos Reid), Stuart Miller (Director of Education), David Boag (Associate Director).

Absent: Matthew Hall (Parent Rep, DFH), Tricia Hammill (Parent Rep, DFH), Lisa Bull (Parent Rep, RBH).

On February 2, 2017, the Halton District School Board (HDSB) held the second meeting to deliberate on varying options to manage declining enrolment in several HDSB high schools in the City of Burlington. The HDSB is following provincial guidelines set by the Ministry of Education for school boards to undertake pupil accommodation reviews.

The focus of these meetings is for members of the HDSB's Program and Accommodation Review Committee (PARC) to deliberate on options, drafted by HDSB staff and by PARC members themselves. All options are to be considered and a short list is to be presented to the Director of Education who will make a recommendation or recommendations to the Board of Trustees. The Board of Trustees will ultimately decide the best course of action for the Board to remain fiscally sound while also accommodating the communities the Board serves.

The PARC is comprised of 14 volunteers, who are parents or guardians of children in one of seven HDSB high schools located in the City of Burlington.

Leading up to the second meeting, PARC members were asked to continue to deliberate by email on outstanding options and to propose new options. The outstanding options included:

- Option 4
- Option 15
- Option 21a

- Option 6
- Option 7
- Option 9
- Option 10
- Option 19
- Option 20a
- Option 20b
- Option 21b
- Option 22
- Option 23

New options circulated by email included:

- Option 21a (Revised)
- Option 21b (Revised)
- Option 23b
- Option 23c
- Option 24
- Option 25a
- Option 25b
- Option 26
- Option 27
- Option 28
- Option 29a
- Option 29b
- Option 30

[All options are available on the Board website under Program and Accommodation Review Committee \(PARC\) Meeting Materials.](#)

Organization of PARC Meeting #2

The PARC meeting was held at the HDSB office from 7pm to 9pm on February 2, 2017. Members of the public were invited to attend the meeting as observers only. The meeting began with some introductory remarks from the Board Director, Stuart Miller, who asked for a moment of silence on the recent passing of a student in the Board.

The Ipsos facilitator and Board Superintendent, Scott Podrebarac, alternated in discussing the agenda and meeting norms for the evening. Trustee Donna Danielli was nominated to aid the Ipsos facilitator by recording a speakers’ list to ensure adequate representation for PARC members to offer comments.

The meeting shifted to a discussion about adding another PARC meeting, elementary school enrolment, and transportation, and financials, summarized in the following bullet points.

- Elementary school enrolment was briefly discussed. Stuart Miller indicated that discussing the circumstances of only a few schools would actually require discussion of all elementary schools in Burlington and that this was unmanageable.

The remainder of the meeting was devoted to an at-table discussion. Given there were three fewer PARC members in attendance, and at the request of several PARC members, one larger table was arranged to include all PARC members in one at-table discussion. A second table was also arranged for principals from one of the seven HDSB high schools located in the City of Burlington. At the outset of discussions for each new option, a Board Planner provided a synopsis.

The data presented in this memo is derived from meeting notes and recordings taken at the at-table discussion with 11 PARC members and from the second table that included the principals.

Discussion

The results present findings from the main at-table discussion. Discussions were focused on the existing and new options, identified above. All options had been previously circulated among PARC members. Given that existing options had been the focus of the first PARC working meeting, held on January 26th, it was decided to start with the new options that had been devised since this first PARC meeting.

Options that generated further discussion are presented in sequence below with accompanying summaries of commentary recorded during the at-table discussions. This is categorized by pros, cons, questions, and a summary, where relevant.

Option 23b: The main focus for discussion was that Robert Bateman HS closes and Dr. Frank J. Hayden SS undergo a program change.

Pros

- Most Students who walk to Bateman will be able to walk to Nelson HS as they would be within the Board defined maximum walking distance of 3.2 km between home and school.
- A community school is retained.
- A second high school would not need to be closed.
- Can account for growth.
- If the transition of the CPP and other special needs programs (identified as a part of SC-SPED in projections) from Robert Bateman HS to Aldershot HS can be addressed in the current PAR, it can serve as a reference for future decisions.

Cons

- Moving students in the CPP and other special needs programs would pose potential problems given that these students would need to be re-oriented to a new school, new students and new teachers.
- Requirement for new specialized teaching and operational space at Aldershot HS.
- There is no guarantee that students in CPP and ESC programs will have the same programmatic options at the new school (presumably Aldershot HS)

Questions or Comments:

- How many students have an IEP in Burlington?
- Where would the cooking school in Bateman go?
- The CPP program in Bateman was updated only two years ago. Re-building this elsewhere presents little cost-savings
- Would Bateman and Nelson share bussing?
- What is a good transition for CPP? Think about the future - how can we make these changes better for these students in the future. How can we make this transition experience better?

- How many of those children who have an IEP are enrolled at Bateman?
- How will transitions of CPP and ESC students be handled?
- Is there available data on IEPs that includes individuals on the autism spectrum?
- Desire for data on IEP by school. It is important for everyone to realize that there are placement options associated with IEP; there are five placements options with anyone with an IEP. IEP students may not always be able to go to their home school due to their type of placement.
- Where would the OYAP program go?

Option 23c: The main focus for discussion was that Robert Bateman HS closes and Dr. Frank J. Hayden SS undergo a program change. The fundamental difference from Option 23b is that the SC-SPED program relocation (with the exception of ESS) would split students to a high school depending on where they reside north or south of the QEW. Those who are north would be relocated from Robert Bateman HS to M.M. Robinson HS; those who are south would be relocated from Robert Bateman HS to Aldershot HS.

Pros

- The number for the south are favourable.
- For students who would be relocated from Robert Bateman HS to M.M. Robinson HS, this option would be favourable given that M.M. Robinson HS already has a special education program. M.M. Robinson HS also has a pool.

Cons

- Splitting such a large SC-SPED program will inevitably minimize options for students (currently enrolled at Robert Bateman HS).
- Lester B. Pearson HS is still underutilized (but this can be tweaked for the north).
- Aldershot HS will still have difficulty accommodating the special education program.
- Grandfathering does not benefit the students.
- Similar or identical facilities would have to be built in either Aldershot HS or M.M. Robinson HS.

Questions or Comments:

- Are these numbers taking into account smaller classrooms or regular classrooms?
- Need additional information at what exists at M.M. Robinson HS and if it can accommodate more students in the special education program.
- What would be required if additional space were needed to be constructed (in either Aldershot HS or M.M. Robinson HS) and what would be the cost?
- Growth will happen North of the QEW.
- How will CPP students be grandfathered if they are in school until they are 21 years of age?
- Robert Bateman HS has all types of programs - so how are we going to find this huge space to accommodate all these students?

Option 26: The main focus of Option 26 is that Burlington Central HS and Lester B. Pearson HS close, leading to an overall reduction of 1,512 secondary pupil spaces by 2020.

Pros

- A suggestion to alter the numbers (or tweak) at Aldershot HS and M.M. Robinson HS. This would be accomplished by moving some students from the current Aldershot HS boundaries in north Aldershot to M.M. Robinson HS, thereby enabling these students to be within the Board defined maximum walking distance of 3.2 kms between home and school. This would also serve to lessen the enrolment pressures facing Dr. Frank J. Hayden SS.
- Elementary students from the Orchard community that feed into Dr. Frank J. Hayden SS were originally going to Robert Bateman HS. Shifting boundaries so that these students return to Robert Bateman HS would also serve to increase this school's enrolment.

Cons

- Similar concerns raised with Option 19 (see minutes from January 26, 2017).
- Proposed school closures leave too many schools over utilized.

Questions

It was asked that the percent utilization for Robert Bateman HS indicated for 2026 be corrected from 65% to 80%.

Moving Forward

With little time remaining, it was decided that the meeting should be called to an end. The following topics were addressed to close out the meeting:

- The topic of transportation was discussed, and deemed to be unmanageable given that bussing is shared between school boards.
- A request for financial information on each of the seven HDSB high schools in Burlington was requested. Scott Podrebarac indicated that the AODA report would be available prior to the third PARC meeting, scheduled for February 9, 2017.
- Adding an additional PARC meeting for February 16, 2017 was considered, as was lengthening the time, up to 10pm, for the remaining PARC meetings.
- PARC members were expected to respond to an email from Scott Podrebarac on input for the options not discussed at the meeting.

The meeting adjourned at 9:00pm.

Minutes/Notes from PARC Meeting #3 Burlington Secondary Schools Program and Accommodation Review

February 9, 2017

**J.W. Singleton Education Centre - 2050 Guelph Line, Burlington, ON
Board Room - 7:00 PM**

Present: Scott Podrebarac (Chair), Donna Danielli (Trustee), Eric Szyiko (Parent Rep, ALD), Steve Cussons (Parent Rep, ALD), Marianne Meed Ward (Parent Rep, BCH), Ian Farwell (Parent Rep, BCH), Matthew Hall (Parent Rep, DFH), Tricia Hammill (Parent Rep, DFH), Cheryl De Lugt (Parent Rep, LBP), Steve Armstrong (Parent Rep, LBP), Marie Madenzides (Parent Rep, MMR), Dianna Bower (Parent Rep, MMR), Rebecca Collier (Parent Rep, NEL), Kate Nazar (Parent Rep, NEL), Lisa Bull (Parent Rep, RBH), Sharon Picken (Parent Rep, RBH), Maria McLellan (Principal, ALD), Kelli Pfeiffer (Principal, BCH), Nick Varricchio (Principal, DFH), Loraine Fedurco (Principal, LBP), Jeffery Carey (Vice-Principal, MMR), Karen Hartman (Principal, NEL), Mark Duley (Principal, RBH), James Ridge (City Manager), Domenico Renzella (General Manager of Planning), Michelle D'Aguiar (Senior Planner), Dhilan Gunasekara (Planner), Kirk Perris (Ipsos Reid), Adriana Tari (Ipsos Reid), Stuart Miller (Director of Education), Lucy Veerman (Superintendent of Business Services), Student Leader.

On February 9, 2017, the Halton District School Board (HDSB) held the third PARC meeting to deliberate on varying options to manage declining enrolment in several HDSB high schools in the city of Burlington. The HDSB is following provincial guidelines set by the Ministry of Education for school boards to undertake pupil accommodation reviews.

The focus of these meetings is for members of the HDSB's Program and Accommodation Review Committee (PARC) to deliberate on options, drafted by HDSB staff and by PARC members themselves. All options are to be considered and a short list is to be presented to the Director and then the Board of Trustees. The Board of Trustees will ultimately decide the best course of action for the Board to remain fiscally sound while also accommodating the communities the Board serves.

The PARC is comprised of 14 volunteers, who are parents or guardians of children in one of seven HDSB high schools located in the City of Burlington.

Leading up to the third meeting, PARC members were asked to continue to deliberate by email on outstanding options and to propose new options. The outstanding options were categorized by "No closures," "One closure," and "Two closures." The list is as follows:

No Closures

- Option 7

One Closure

- Option 4
- Option 23b
- Option 23c
- Option 29a
- Option 29b

Two Closures

- Option 9
- Option 15
- Option 19
- Option 20a
- Option 20b
- Option 28
- Option 30a
- Option 30b

All options are available on the Board website under Program and Accommodation Review Committee (PARC) Meeting Materials

Organization of PARC Meeting #3

The PARC meeting was held at the HDSB office from 7pm to nearly 10pm¹ on February 9, 2017. Members of the public were invited to attend the meeting as observers only. The meeting began with some introductory remarks from Board superintendent, Scott Podrebarac.

Lucy Veerman, Superintendent of Business Services, spoke about relevant financial information for the seven HDSB high schools located in the City of Burlington. As an example, the savings from the implementation of Option 19, whereby Central and Pearson would close, was presented.

A discussion followed this presentation with focus on the following topics:

- What would be the implications to staffing from school closures (i.e., would there be job loss?)?
Answer: Staffing assignments have not been looked at as a part of this process. No implications are anticipated for teaching and administrative staff;
- What is the basis of the financial analysis?
Answer: Based on projections, and estimates. Assumptions are indicated directly on the analysis.
- Busing costs?
Answer: Complicated given the fragmented use of buses (e.g., sharing with elementary schools and coterminous board)
- Are portables calculated into the numbers?
Answer: Portable costs were not included in the calculation, but the average portable cost is between \$60,000 - \$70,000. It was also discussed that funding can be acquired from the Ministry of Education to support portable costs.

¹ The time was scheduled from 7-9pm with an option to extend to 10pm, if necessary.

There was also a second presentation from a consultant's reports on the costs to make the seven HDSB high schools in the City of Burlington AODA compliant (Full report available online). There was some discussion on the validity of the figures, given that numbers were not consistent with previous reporting.

PARC Engagement with the outstanding Options

The 14 PARC members were asked to pair up by school affiliation and offer their input on the outstanding options, which were positioned around the Boardroom. Accompanying each option was foolscap paper. With reference to the 13 point PARC framework, PARC members were asked to write down supporting details to either "Criteria Met," or "Criteria Not Met," for a given option, along with any suggestions on the foolscap paper.

Along with the written input expected from PARC members, there was also a "dot-mocracy" exercise. After contributing (and reading others' contributions) all the outstanding options, PARC members were asked to attach a dot to three options for which they favoured. Options that received two or fewer dots are not included in the list below. The outstanding options will be the focus of future PARC meetings – the number of dots a given option received are identified in the subheading. In total, 42 dots were distributed (3 dots for 14 PARC members equals 42 dots).

Option 7 – No school closures, cap enrolment at Hayden (9 dots received).

Criteria Met - Overall: Least disruptive to school communities, given that there are no school closures.

- o Accommodation of students in a permanent facility
- o Cost effectiveness of transportation
- o 80% utilization across the city
- o Regional programming remains an option

Criteria Not Met - Overall: Does not meet a range of outstanding issues, which prompted the PAR

- o Low utilization persists exacerbating fiscal issues
- o No precedent or process for capping enrolment

Suggestion: Boundaries could be adjusted to create stable boundaries and allow for growth.

Option 4 – Bateman closes (4 dots received).

Criteria Met - Overall: Next to Option 7, it is least disruptive to school communities, given that there is only one school closure, and there is a neighbouring school nearby (Nelson) that could absorb some of the Bateman students.

- o 90% utilization rate met
- o Unified cohorts

Criteria Not Met - Overall: Compromises issues of programming and equity for all HDSB

students

- o Uncertainty if all programs will be offered (e.g., OYAP, SHSM)
- o CPP, Essential, and LEAP all move to one school
- o Balance of enrolment not met (Hayden remains over-capacity; Pearson remains under-capacity)
- o Nelson requires portables
- o Split cohorts
- o Bateman daycare closes

Option 19 – Pearson and Central close; Hayden program change (15 dots received).

Criteria Met - Overall: Disruptive given that two schools are closing, and leaving a large gap in downtown Burlington without an HDSB high school; utilization met.

- o Full range of programs (mandatory and optional)
- o Fiscally responsible (utilization rate is improved; transportation savings)
- o Accommodation of students in permanent schools

Criteria Not Met - Overall: Compromises issues of programming and equity for all HDSB students

- o Increases use of portables
- o Increases transportation costs
- o Elementary PAR will be required; splitting of cohorts
- o Specialized programming is lost
- o Does not balance enrolment
- o Lose Pearson nursery
- o Walkability decreases

Suggestions:

- o Tweaks to Aldershot and Bateman to balance enrolment;
- o Tweaks to facilitate stable long term boundaries (e.g., Increase boundary for FI South Burlington east (Aldershot), move some FI to Nelson and to Bateman
- o Avoid splitting Pineland cohort between Nelson Bateman

Option 28 – Pearson and Central close; Aldershot and Hayden program change (9 dots received).

Criteria Met - Overall: Disruptive given that two schools are closing, and leaving a large gap in downtown Burlington without an HDSB high school; utilization met.

- o Accessibility addressed
- o Stable boundaries
- o Good range of programming
- o Minimal use of portables
- o Fiscally sound

Criteria Not Met - Overall: Compromises issues of programming and equity for all HDSB students

- o Transportation costs are high
- o Elementary PAR will be required; splitting of cohorts
- o Specialized programming is lost
- o Lose Pearson nursery

Suggestions:

- o Increase Bateman enrolment by moving Nelson English boundaries
- o Increase Aldershot English boundary to include Maple.
- o Keep Pearson
- o Correct error in utilization for 2019 at Dr. Frank J. Hayden SS.

Moving Forward

At the conclusion of these exercises, several discussions ensued.

One PARC member lamented the fact that there was disproportionate attention given to Option 19 and other information (e.g., financial) on Central, stacking the deck against this school. This was deemed substantial, given that comments on the foolscap reflected some of the information presented at the front end of the meeting. The feeling from the PARC members representing Central that accurate and additional information was needed. Further, Option 23 was not listed. As a means to ameliorate this situation it was decided that Option 23 (not Option 23b or Option 23c) would remain with the shortened list of options.

As a counterpoint, one PARC member commended the process during the meeting and found it to be informative, given that there are multiple aspects to be considered, and that the financial issue was only one issue among many.

Another PARC member pondered why some members had placed a sticker on Option 7, as it offers little improvement to the current enrolment issues facing the Board. Several PARC members responded that it was the option that caused the least disruption (i.e., no school closures), and therefore was a vote on principle.

The evening concluded with some remarks from Stuart Miller, Director of the HDSB, and a student representative. Stuart spoke about interacting with the student leaders when the PARC went on school tours, and reminded the PARC to consider the value of student input in its decision-making.

One of the student leaders spoke to remind the PARC members to not only think about finances but think about what is overall best for the students.

The meeting adjourned at 9:45pm.

Minutes/Notes from PARC Meeting #4

Burlington Secondary Schools Program and Accommodation Review

February 16, 2017

J.W. Singleton Education Centre - 2050 Guelph Line, Burlington, ON
Board Room - 7:00 PM

[Revised sections noted by date.](#)

Present: David Boag (Associate Director and Acting Chair), Donna Danielli (Trustee), Eric Szyiko (Parent Rep, ALD), Steve Cussons (Parent Rep, ALD), Marianne Meed Ward (Parent Rep, BCH), Ian Farwell (Parent Rep, BCH), Matthew Hall (Parent Rep, DFH), Tricia Hammill (Parent Rep, DFH), Cheryl De Lugt (Parent Rep, LBP), Steve Armstrong (Parent Rep, LBP), Marie Madenzides (Parent Rep, MMR), Dianna Bower (Parent Rep, MMR), Rebecca Collier (Parent Rep, NEL), Lisa Bull (Parent Rep, RBH), Sharon Picken (Parent Rep, RBH), Maria McLellan (Principal, ALD), Kelli Pfeiffer (Principal, BCH), Nick Varricchio (Principal, DFH), Rebecca Newcombe (Vice-Principal, LBP), Andrea Taylor (Principal, MMR), Karen Hartman (Principal, NEL), Mark Duley (Principal, RBH), James Ridge (City Manager), Domenico Renzella (General Manager of Planning), Michelle D'Aguiar (Senior Planner), Dhilan Gunasekara (Planner), Kirk Perris (Ipsos Reid), Adriana Tari (Ipsos Reid), Mark Zonneveld (Superintendent of Education), Gord Truffen (Superintendent of Education), Gerry Cullen (Superintendent of Facility Services).

Absent: Scott Podrebarac (Chair), Kate Nazar (Parent Rep, NEL).

On February 16, 2017, the Halton District School Board (HDSB) held the fourth PARC meeting to deliberate on varying options to manage declining enrolment in several HDSB high schools in the city of Burlington. The HDSB is following provincial guidelines set by the Ministry of Education for school boards to undertake pupil accommodation reviews.

The focus of these meetings is for members of the HDSB's Program and Accommodation Review Committee (PARC) to deliberate on options, drafted by HDSB staff and by PARC members themselves. All options are to be considered and a short list is to be presented to the Director and then the Board of Trustees. The Board of Trustees will ultimately decide the best course of action for the Board to remain fiscally sound while also accommodating the communities the Board serves.

The PARC is comprised of 14 volunteers, who are parents or guardians of children in one of seven HDSB high schools located in the City of Burlington.

Leading up to the fourth meeting, PARC members were asked to familiarize themselves, and offer input by email on five outstanding options that were short-listed (including Option 23, which was not discussed during the third PARC meeting). One additional option, Option 3b, was put forward for consideration between the third and fourth PARC meetings. Relative to school

closures the options are listed as follows:

No Closures

- [Option 7b](#)

One Closure

- [Option 3b](#)
- [Option 4b](#)

Two Closures

- [Option 19b](#)
- [Option 23d](#)
- [Option 28c](#)

Click on the links above to view each option.

Organization of PARC Meeting #4

Presentations from Board Members

The PARC meeting was held at the HDSB office from 7:00 pm to 10:15 pm on February 16, 2017. Members of the public were invited to attend the meeting as observers only. The meeting began with some introductory remarks from the Board associate director, David Boag.

During the opening of the meeting, there was a brief discussion to hold an additional PARC meeting on February 23, 2017. It was decided to wait until the conclusion of the meeting to determine if a sixth PARC was necessary.

Subsequently, Board Superintendent of Facility Services, Gerry Cullen, spoke about facility costs for the seven HDSB high schools located in the City of Burlington. A summary of his remarks included the following:

- The posted facility data now is as close as it needs to be for the purposes of understanding facility costs.
- The initial projected data released was based on a TCPS database, which is not in use and incorrect. The Ministry and the Board transitioned to the VFA database, which is the data currently provided. These are considered accurate.
- The new database spreads the costs of projects needed at a facility over multiple years to ensure uniform expenditure throughout multiple years. The swing in costs could have occurred because things could have been pushed out or completed before that 5-year window.
- The initial \$1.8 million costs to renovate Burlington Central was based on a TCPS assessment method, which is not in use and not correct; the current projected needs list can be considered accurate.
- The HDSB can only spend what it receives from the Ministry of Education. The HDSB provides the Ministry with a shopping list of what is needed. What gets completed is dependent on how much money the Ministry allocates to the HDSB.

PARC Engagement with the outstanding Options

The 14 PARC members were asked to pair up by their school affiliation and participate in small group discussions with one or two other paired PARC members. Each small group included a

Board superintendent, who served as facilitator, and as note taker.

The groups were organized as follows:

- Group 1: Pearson and Hayden PARC reps
- Group 2: Aldershot and Central PARC reps
- Group 3: MMR, Bateman and Nelson PARC reps

With reference to the PARC framework, each group was to deliberate on the following four questions:

1. What elements of the framework have been addressed in this option?
2. What elements of the framework have not been addressed in this option?
3. How could this option be made better or enhanced? ex. Capital improvements, program improvements, transition planning.
4. Is there an option that can/should fall off the table?

The following presents a synopsis of discussion items from each at-table discussion. Comments are presented in aggregate and a final “Overall” summary identifies the consensus at a given table regarding the viability of an option.

Option 7b – No school closures, Hayden boundary change.

[Option 7b details](#)

What elements of the framework have been addressed in this option?

- Provides room for growth; Pearson expands to 84%; MMR is at 64%

What elements of the framework have not been addressed in this option?

- Does not provide for stable long term boundaries as both Bateman and MMR are significantly under utilized
- Overall, more than 1,500 empty pupil places remain – low enrolment at Aldershot, Bateman and MMR; Hayden’s high enrolment is only temporarily solved. Potential for another secondary PAR likely in a few years since issues are not addressed
- Potential for Orchard students to transfer to the Catholic School Board instead of attending Pearson
- Cohorts are split

Tweaks: How could this option be made better or enhanced (e.g., Capital improvements, program improvements, transition planning)?

- Tweak option to enhance enrolments at Bateman and MMR
- Move boundaries to split Pearson and MMR to get to 70% utilization
- Move English boundary; instead of going to Pearson students would go to MMR
- Halton West (under construction) is going to go to MMR, which will produce 40-50 additional students

Overall: Remove (Group 2 & 3); tweaks (Group 1)

Option 3b – Nelson closes; Hayden and Central program change.

[Option 3b details](#)

What elements of the framework have been addressed in this option?

- Bateman utilization is high at 100%, which may be a concern due to space requirements for SC-SPED; MMR is re-balanced
- Addresses walkability and busing minimized
- Stable long term boundaries addressed to some degree. However, there is a potential for redirected Orchard community students who may choose to transfer to English program or attend a nearby school in the Catholic School Board

What elements of the framework have not been addressed in this option?

- Cohorts split for English and French Immersion programming; Pineland elementary school will no longer feed into Nelson
- Long term, Pearson enrolment declines

Tweaks: How could this option be made better or enhanced (e.g., Capital improvements, program improvements, transition planning)?

- Central (South of QEW) and MMR (North of QEW) utilizations are lower than other high schools. Could this enrolment be balanced?
- If Bateman is near or over capacity what is the impact/effect on those special student programs - taking IB from Bateman to MMR

Other comments (Revised: Feb 24, 2017 - 4:49 pm)

- Lessening options for gifted students if they go from Nelson to Pearson; more timetable conflicts, penalizing gifted kids by moving them
- Central loses French Immersion, which is an optional program
- Partnership with City of Burlington for track at Nelson is lost if it closes
- Does not address walkability – half of Nelson on buses; all FI from Central on buses – total?
- Does not give Pearson program viability in ENG as Gifted programming is different

Overall: Support, with tweaks (all three Groups).

Option 4b – Bateman closes.

[Option 4b details](#)

What elements of the framework have been addressed in this option?

- English and French Immersion cohorts are kept together at Hayden

What elements of the framework have not been addressed in this option? (Revised: Feb 24, 2017 - 4:49 pm)

- Viability of programming an issue at Aldershot as their enrolment remains low for the English program
- Program viability at Pearson as the addition of specialty programs does not increase ENG program viability
- Fiscal responsibility not addressed as moving specialty programs and equipment from Bateman to another school would be costly, including the construction of new facilities to house specialized programs at Nelson. Bateman also has the lowest cost to bring up to accessibility standards
- Utilization is not great – MMR is low; Nelson, Pearson and Hayden are high
- Portables will be needed at Pearson, Nelson and Hayden
- Physical environmental state of existing schools – not consistent – close Bateman, but Central needs significant repairs

Tweaks: How could this option be made better or enhanced (e.g., Capital improvements, program improvements, transition planning)?

- Move IB and gifted programs from Pearson to MMR to increase utilization at MMR. This would also address over utilization at Pearson under the current option
- Move IB and gifted program from Pearson to Central

Other comments

- Lessening options for gifted if they go from Nelson to Pearson; more timetable conflicts, penalizing gifted kids by moving them
- Nelson over utilized– new facilities will be constructed to accommodate the new influx of students – not an immediate solution – will eventually bring utilization down
- Course conflict at 80% at Central and Aldershot
- Can the Board provide costs of relocation for specialized programs from Bateman?

Overall: Support with tweaks (Groups 1 & 2); remove (Group 3).

Option 19b – Pearson and Central close; Hayden and Bateman program change.

[Option 19b details](#)

What elements of the framework have been addressed in this option?

- If space within school buildings are made available for secondary students, then this option might address the issue long term
- Good program viability in English and French immersion programs
- Gifted program has room for growth at Nelson
- Fiscally responsible given that construction of a new wing at Nelson would not be necessary
- Elementary cohort from Pineland will go to Nelson
- Bateman new French Immersion programming would be coming from Boich elementary school.

What elements of the framework have not been addressed in this option?

- Less walkability and more students transported
- Moving ESL to Aldershot does not help enrolment in English programs
- Aldershot is overcapacity and should not take ESL students

Tweaks: How could this option be made better or enhanced (e.g., Capital improvements, program improvements, transition planning)?

- Potential for grandfathering was discussed
- Transition planning for schools up for closure need to be discussed as there is potential for students to leave school before 2018 implementation, which might affect 2017 enrolments and programming at schools
- Redirect the entire Orchard community (Boich, Orchard Park and Alexander) to Bateman. This will increase Bateman utilization and decrease utilization at MMR
- Removing French Immersion from Hayden and creating a new French Immersion program under this option is not preferred, as opposed to Option 28c.
- Nelson has the capacity for ESL students – should flow east
- Only one school closure is needed
- Slice the community down Brant street – this is a tweak that needs to happen if this option goes through – need to change the boundary
- Hayden enrolment remains an issue

Questions or Comments

Don't want to impact program viability for FI at Bateman, check numbers.

- If Pearson is closing does that fill MMR properly? And does this deal with the Hayden issue?
- If Central closes – accommodation for Gr. 7-8 will need to be determined.

Overall: Support (Groups 2 & 3); Tweaks (Group 1)

Option 28c – Pearson and Central close; Hayden program change.

[Option 28c details](#)

What elements of the framework have been addressed in this option?

- More cohorts remain together
- Program viability at MMR; program viability for SC-SPED and all English and French Immersion
- Fiscally responsible (e.g., no renovations; transportation for up to 600 students is feasible)
- Utilization is good
- No use of portables
- Allows for expansion of new ministry or board programs

- Maintains existing community use/partnership with Nelson, and Bateman; and with self-contained placements

What elements of the framework have not been addressed in this option?

- Walkability not addressed as more students are transported.
- Does not create new French Immersion program at another school over Option 19b.

Tweaks: How could this option be made better or enhanced? ex. Capital improvements, program improvements, transition planning.

- None

Overall: Support (Groups 1 & 3); Remove (Group 2)

Option 23d – Pearson and Bateman close; Hayden program change.

[Option 23d details](#)

What elements of the framework have been addressed in this option?

- Balances enrolment south of the QEW

What elements of the framework have not been addressed in this option?

- Accommodation an issue as Nelson exceeds capacity
- Viability of programs a concern as French Immersion program not equally distributed as there are 3 French Immersion schools south of the QEW and 1 French Immersion school north of the QEW
- Fiscal responsibility not addressed. Moving specialty programs and equipment from Bateman to another school would be costly, including the construction of new facilities to house specialized programs at Nelson. Bateman also has the lowest cost to bring up to accessibility standards.
- Utilization is not good; one school would be at a low utilization rate and three would be at a high utilization rate.
- Stable boundaries a concern as students may enroll in a school in the Catholic School Board and/or French Immersion students may transfer to English program. This might be an issue short term, that might correct itself in the long-term. However, there is still uncertainty regarding parent choice.

Tweaks: How could this option be made better or enhanced (e.g., Capital improvements, program improvements, transition planning)?

- Nelson is overcapacity, but change this by moving Nelson gifted program enrolment to Aldershot or Central
- Move Central IB to Aldershot; provide busing for IB program
- Move Nelson gifted program enrolment to Central
- Move SC-SPED to a school other than Nelson to manage its utilization
- Boundary change – move the French Immersion boundary – which will solve Nelson

- overcapacity
- Move more French Immersion students to Central

Questions or Comments:

Given that Nelson and Bateman currently share transportation, if this were removed, is Nelson able to share transportation with Central? Are there other options to consider?

For Nelson, viability of programming would be way over. Space for SC-SPED is comparatively larger per pupil than in conventional programming; a classroom that may accommodate 30 pupils in conventional programming contains 10 pupils in SC-SPED programming. Therefore, having 75 pupils in SC-SPED programming would require significantly more space than is currently available at Nelson.

Overall: Support (Group 1 & 2); Remove (Group 3) (Revised: Feb 24, 2017 - 4:49 pm)

Wrap Up and Next Steps

At the conclusion of these exercises, several discussions ensued and a synopsis of each option was discussed with a tally of responses from each table. This is highlighted in grey font at the conclusion of each option. The overall conclusion is that the outstanding six options will not be removed, but may be subject to tweaks in advance of the release of the survey on Monday, February 27, 2017.

The final remarks were directed towards the upcoming public meetings, scheduled for Tuesday February 28, 2017 and Tuesday March 7, 2017, and the survey being devised for public input. The Ipsos facilitator led this part of the discussion. A summary of points are listed as follows:

1. Review structure of public meeting on February 28th; March 2nd
 - A format similar to the second and third PARC meeting where there will be six stations – one for each option
 - Each station will include a superintendent and/or planner to explain the context of a given option
 - Paper surveys will be distributed, along with instructions to direct people to complete the survey online
2. Survey
 - There will be 3 questions per option with a focus on favourability as it relates to the PARC framework. Each option will include two close ended and one open ended question.
 - There will be an open link to complete the survey available to the general public; and a unique link to complete the survey available to parents/guardians who are registered with the Board's internal email system.

The meeting adjourned at 10:15pm.

Minutes/Notes from PARC Meeting #5

Burlington Secondary Schools Program and Accommodation Review

March 21, 2017

J.W. Singleton Education Centre - 2050 Guelph Line, Burlington, ON
Board Room - 7:00 PM

Present: Scott Podrebarac (Chair), Donna Danielli (Trustee), Eric Szyiko (Parent Rep, ALD), Steve Cussons (Parent Rep, ALD), Marianne Meed Ward (Parent Rep, BCH), Ian Farwell (Parent Rep, BCH), Matthew Hall (Parent Rep, DFH), Tricia Hammill (Parent Rep, DFH), Cheryl De Lugt (Parent Rep, LBP), Marie Madenzides (Parent Rep, MMR), Dianna Bower (Parent Rep, MMR), Rebecca Collier (Parent Rep, NEL), Kate Nazar (Parent Rep, NEL), Lisa Bull (Parent Rep, RBH), Sharon Picken (Parent Rep, RBH), Luisa Botelho (Vice-Principal, ALD), Kelli Pfeiffer (Principal, BCH), Nick Varricchio (Principal, DFH), Loraine Fedurco (Principal, LBP), Andrea Taylor (Principal, MMR), Karen Hartman (Principal, NEL), Mark Duley (Principal, RBH), James Ridge (City Manager), Domenico Renzella (General Manager of Planning), Michelle D'Aguiar (Senior Planner), Dhilan Gunasekara (Planner), Kirk Perris (Ipsos), Adriana Tari (Ipsos).

Absent: Steve Armstrong (Parent Rep, LBP).

Introduction

Chair welcomes back PARC members and runs through agenda. Format will be a round table discussion. Topics #4 and #5 will be blended. Possibility of an additional PARC meeting may be discussed at Board Meeting tonight.

Gallery and PARC norms discussed.

Ipsos Quantitative Data from Online Survey

[Online Feedback Survey \(Topline Results\)](#)

Ipsos provided a summary of the quantitative data. Qualitative data to be presented in a fulsome report to be available before Thursday's PARC Working Meeting. 1611 surveys completed, average complete time was 21 minutes. Note that the option-specific close ended questions were based on the PARC Framework.

Concern about repetitive survey submissions from community noted and reviewed. Frequency of responses from same IP address was presented. Most are likely to be from computers used during the public meeting at Hayden and New Street as well as within schools. There were 105 frequencies of using the same IP address twice, and significantly smaller frequencies of survey submissions coming from the same IP address more than twice. Ipsos noted that from a

researcher point of view, these results are acceptable, and suggests that there was no tampering of survey submissions.

Detailed quantitative findings by option were presented. It was reminded that the survey was an additional, but important resource to provide feedback to the Director. The ensuing qualitative data would provide more information to this survey exercise.

New Information

Cohort analysis was presented. Cohort analysis was previously presented as a part of the Options, however, the information presented at the meeting was a different format to show the same information.

Transportation analysis was presented. Discussion ensued regarding bus driver shortage. Chair noted that any transition plan would require examination of bussing and discussions with Halton Student Transportation Services (HSTS).

Programming Implications

Sharing administrative space currently housed at JW Singleton and New Street, as well as Gary Allan HS was discussed. Noted that Gary Allan HS does not offer traditional high school programming. It was also noted that this would not address programming challenges at schools.

A PARC Rep brought up a letter from 2009 regarding the use of future proceeds from sale of sites for the construction of Hayden (not verified by the Board). General Manager of Planning explained that the letter was regarding a previous provincial funding model (New Pupil Places), which is not applicable, as that funding model is no longer in use. The Manager noted Hayden is paid in full through provincial funding.

Course selection sheets from a selection of small and large schools from Halton were distributed to PARC members to highlight the current timetabling and programming challenges faced by secondary students.

Factors that impact programming were further discussed, and summarized under the following bullet points:

- Larger schools are able to offer a diversity of courses.
- In smaller schools, some courses can only be offered outside of the school, such as online courses. This may not be an issue for some students, but should not be the only choice for students, given the value of face-to-face instruction.
- Schools where enrolment has decreased has seen more courses being offered online.
- Chair noted that the Board is increasing its online course offerings.
- “Sectioning”, which is the number of classes a school can have, was discussed. Schools with higher enrolment are assigned more sections. It is common for some courses to be combined to balance student numbers, such as when students from a Gr11 and Gr12 course being in the same class.

- Personal experiences regarding online courses as well as small vs. large schools were discussed.

Community Feedback: Refining the Options

A roundtable discussion was held where each PARC member presented their view of each option. Based on the sample course selection sheets distributed, timetable and programming was a major focus of this discussion. The premise of discussion was on the student experience/perspective from students on the outstanding options.

General comments

- Some members felt that if a one school closure option were selected, then it will likely be in south of the QEW as the south has a high number of empty pupil places.
- Some members preferred two school closures as being the best solution to address long-term viability.
- Possibility of regional and/or anchor/magnet programs discussed to fill current empty pupil places. Some raised the issue that it might not be enough to fill all 1800 empty pupil places.
- All changes through this PARC will change the DNA of every single school in Burlington; boundary changes can affect communities as much as school closures.
- The notion that larger schools would mean more programming was questioned.
- Some preferred having a few French Immersion (FI) schools with high enrolment (consolidated to three high schools), while others felt that more schools should offer FI (currently five high schools).
- Transition planning will be a major component of any implementation.
- Long term impact should also be considered, beyond the current cohorts.

Option 3c

- MMR English program enrolment does not increase under this option, as only FI enrolment increases.
- Low enrolment at Pearson will not address programming issues.
- Does little to address low enrolment at Aldershot.
- Utilization at Hayden addressed.
- Strong preference for current students to remain at Hayden, even with portables. Hayden students may chose to attend Catholic schools, if boundaries changed.
- Nelson offers great academic and wellness programs currently, including the availability of Nelson Stadium.
- Well established Gifted program at Nelson. Gifted program should not be moved to a smaller school.
- Parents have chosen to move to John T. Tuck and Pineland catchments in hope of attending Nelson HS
- High utilization at all remaining schools under this option a concern as it does not leave room for growth.
- Close proximity of Nelson and Bateman would not result in increased bussing, which is less than other options.

- FI at three schools was a concern to some (see General comments above).

Option 4b

- Gifted and IB programs should not be at a smaller school as it decreases course options.
- Does not fully address issues at Hayden
- Does not address low utilization at MMR.
- Pearson utilization is high, although the availability of FI at Hayden was a benefit.
- Minimal impact on cohorts.
- Timing for new facilities construction is a concern as the current timing would not ensure that facilities may be ready for Sept., 2018. Suggestion of delayed implementation repeatedly mentioned.
- Benefit of purpose-built space for SC-SPED students.
- SC-SPED students at Bateman are currently integrated as a part of the school community, not in a separate “wing”, concern of integration to rest of the school community.
- While Nelson and Bateman are in close proximity, they serve very different communities, e.g., SC-SPED, IB.
- Noted that under any option Food Services and Essential program are tied together and must be at the same school.
- The relocation of the industrial kitchen, Life Skills kitchen, auto body paint booth, PSW, hairstyle currently at Bateman not discussed, as well as the potential costs of such a relocation.
- Proximity of schools addressed. However, concern that small walking distance would not translate well for SC-SPED students, as smaller distances may feel larger for them. Less bussing.
- Some SC-SPED students already under seven year transition to MMR, which may explain high number of students from north of the QEW.
- Bateman currently allows SC-SPED students to move through every single pathway at the school.
- Transitions for SC-SPED/Essential students will be difficult. It was noted that students in these programs have already gone through a multiple transitions during elementary school before arriving at secondary school.
- Long term viability of enrolment and utilization a concern under this option, as opposed to 3c.
- Chance that IB recognition at a new school may be denied, or not implemented in time to ensure smooth transition.
- Suggested tweaks: Gifted (to MMR) and IB programs (to Central). These programs should not be offered at a smaller school (see first bullet point under this option).

Option 7b

- Potential for innovative programming to fill space to be further explored by PARC. Noted that generally most students from anchor/magnet programs are likely to be local.
- Virtual learning.

- New community uses could be explored, but would not address programming issues.
- Hayden enrolment challenges addressed.
- Bateman and MMR have low utilization.
- Does not address Aldershot enrolment/programming issues.
- Any changes under this option would not address overall utilization and empty pupil places.
- This option does not solve equity of access to programming across schools.
- Three cohort split for Hayden will result in students switching programs or boards.
- Suggestion that no change be made now and review again in 3-5 years to see growth from younger families.
- Find money for more programming while keeping empty pupil places.
- Option of combining programs with Catholic board.
- Decommission wings to eliminate space, but does not address programming challenges.

Option 19b, 28c

To be discussed at Thursday's meeting.

Option 23d

To be discussed at Thursday's meeting.

Further discussions to take place at the next working meeting scheduled for Thursday, March 23, 2017.

Meeting adjourned at 10:00 pm.

Minutes/Notes from PARC Meeting #6

Burlington Secondary Schools Program and Accommodation Review

March 23, 2017

J.W. Singleton Education Centre - 2050 Guelph Line, Burlington, ON

Board Room - 7:00 PM

Present: Scott Podrebarac (Chair), Donna Danielli (Trustee), Eric Szyiko (Parent Rep, ALD), Steve Cussons (Parent Rep, ALD), Marianne Meed Ward (Parent Rep, BCH), Ian Farwell (Parent Rep, BCH), Matthew Hall (Parent Rep, DFH), Tricia Hammill (Parent Rep, DFH), Cheryl De Lugt (Parent Rep, LBP), Marie Madenzides (Parent Rep, MMR), Rebecca Collier (Parent Rep, NEL), Kate Nazar (Parent Rep, NEL), Lisa Bull (Parent Rep, RBH), Sharon Picken (Parent Rep, RBH), Luisa Botelho (Vice-Principal, ALD), Kelli Pfeiffer (Principal, BCH), Nick Varricchio (Principal, DFH), Loraine Fedurco (Principal, LBP), Andrea Taylor (Principal, MMR), Karen Hartman (Principal, NEL), Mark Duley (Principal, RBH), Domenico Renzella (General Manager of Planning), Michelle D'Aguiar (Senior Planner), Dhilan Gunasekara (Planner), Kirk Perris (Ipsos), David Boag (Associate Director).

Absent: Dianna Bower (Parent Rep, MMR) [Comments sent by email prior to meeting, and included in notes], Steve Armstrong (Parent Rep, LBP), James Ridge (City Manager), Adriana Tari (Ipsos).

Introduction

Meeting opens with Trustee providing clarification to comments made at the last working meeting regarding the letter to fund Hayden from 2009. Noted that the Board did pass motion at the time to fund Hayden using funds from sale of sites, however the Ministry policies regarding the funding of schools changed afterwards. In addition, the General Brock site was not sold at the time.

Chair welcomes back PARC members and runs through agenda.

Revised Timelines

Chair discusses revised timelines. Trustee explains that the Director's Report would first go to the Committee of the Whole, for preliminary review by Trustees. Revisions can then be made before the report goes for "information", at which point further discussions are held. Based on the new timelines, the report would go for a decision at the June 7, 2017 Board meeting. Chair noted that the revised timeline would allow for the Board to discuss options before producing the Director's Final Report.

Chair mentioned that an additional meeting could be added on Monday, March 27. Discussion ensued regarding the need to further discuss innovative solutions to the challenges currently faced by the Board. Several PARC members noted that innovation should focus on addressing programming challenges, as opposed to solely revenue generation through shared space.

Exploring the Student Experience

Chair briefly introduces programming challenges faced by the Board, following which a discussion took place regarding the two sets of two school closure options. Chair noted that focus of discussion should be programming and student experience.

Note, plenary discussion regarding no school closure and one school closure options took place at the last PARC working meeting. Meeting notes are available on the Board website under Program and Accommodation Review Committee (PARC).

General comments

- Some PARC members expressed concern that two school closures would have a significant impact on current secondary students as there would be significant shifts in students.
- Some PARC members noted that they would like to see no school closures north of the QEW (i.e. LB Pearson) as future growth will be north of the QEW.
- Some preferred having a few French Immersion (FI) schools with high enrolment (consolidated to three high schools), while others felt that more schools should offer FI (currently five high schools).
- Concern of “mega-schools”. Chair noted that regardless of which option is chosen, the Board would continue to have schools of different types, sizes and models of program delivery.
- Loss of current community partnership at Pearson (Pearson Nursery) under both options discussed.
- Current unique teaching style used at Hayden is also used by elementary feeder schools. Students may have difficulty adjusting to a new teaching style at other secondary schools. Some noted that the Board could look at implementing Hayden’s teaching style at other schools.
- Concern that Hayden English and FI communities would be split and popularity of school would result in many students switching from FI to English to remain at school. Concern of stable long term boundaries and balance of enrolment if students switch programs or school boards.
- Chair and Board staff noted that FI and Extended French are separate streams and cannot be combined.
- Need to think of what is best for not only current students at the schools, but also students that will enter secondary schools in the long-term.
- Issue of disrupting current high school students a concern. Transition planning will be an important process under any option.

Option 23d

- Chair noted that as this option sees the closure of Bateman, comments regarding the delay in implementation discussed for Option 4c, would also be applied to this option.
- Cohorts at Bateman would remain together.
- Aldershot enrolment remains low, programming not improved.

- MMR numbers are high.
- Nelson exceeds total capacity. Concern that additional capacity beyond SPED addition may be required.
- General concern that shortage of 411 pupil places through this option results in a significant loss of pupil places. Concern of space for future growth. Chair noted that secondary schools have flexibility to house additional students within existing instructional spaces without the addition of portables due to timetabling.
- High number of cohort splits.
- Movement of SC-SPED students and diverse, specialized programming from Bateman a concern, as these students have high transition issues, and have attended as much as 5 elementary schools before attending Bateman. Some PARC members noted that specialized programs have moved in the past and can be moved.
- Community Pathways students (SC-SPED) currently integrated into Bateman school community, as opposed to being in a new “wing”. Chair noted that any addition would be designed to be inclusive.
- Community partnership with Centennial Pool would be lost. City could look at partnerships at Bateman site if school is closed.
- Some PARC members acknowledged there was no guarantee that IB program could be relocated due to timing and approvals. Chair noted that generally IB program could be relocated.
- Not fiscally responsible to build an addition to Nelson when significant facility improvements have already taken place and specialized facilities are available at Bateman.
- Not fiscally responsible to close a school that has the lowest AODA costs. Nelson current has the second lowest AODA costs. Conversely, Bateman has the highest five year renewal costs, which is significant, even if lower AODA costs are considered.
- Grandfathering mentioned. Noted that grandfathering students in the 7 year SC-SPED program may be difficult.
- Suggestions:
 - Increase Aldershot enrolment through boundary changes in the south between Central/Nelson or relocation of specialized programs such as IB.
 - Tecumseh portion that feeds into Nelson would prefer to remain at Nelson.
 - Keep Pearson open.
 - Rural Burlington (Kilbride PS) should go to MMR for both Eng and FI.
 - ESL hub should remain closest to where students live.

Option 19b, 28c

- Generally, PARC members preferred option 28c over 19b. General agreement that 19b be removed. Noted that some prefer more FI schools (rather than consolidating them to 3 FI schools).
- CPP (SC-SPED) students currently integrated into Bateman school community, as opposed to being in a new “wing”. Chair noted that any addition would be designed to be inclusive.

- Good utilization rates across schools and City overall. Some noted that utilization is high, and may not provide space for future growth.
- Based on current numbers, Hayden overutilization addressed. Noted that Hayden utilization is lower under 28c than 23d.
- Wide range of programs could be available to all students across Burlington, expect number of course conflicts to decrease.
- Some Central students would go to a smaller school at Aldershot, which would mean some students get fewer program choices.
- Nelson and Bateman are in close proximity but serve very different communities.
- Program viability addressed.
- Less programming relocation than other two closure option 23d. 28c allows Pineland single-track FI students to remain as one cohort to Nelson. Specialized programs (CPP) do not relocate.
- Minimal use of portables, as noted that the school can accommodate up to 15% more students within the school building due to timetabling. Students could be accommodated in permanent facility.
- Under two closure remaining options, reduction of pupil places in 19b/28c much less significant, with 42 available pupil places in 2020, than 411 pupil place shortage in 23d.
- Currently shared activities already take place between Aldershot/Central and MMR/Pearson.
- Balance of enrolment across schools.
- Empty space in Aldershot elementary could be more efficiently used by the secondary school. Others noted that Aldershot is over capacity and actual availability of elementary space.
- Benefit of having a Gr.7-12 school facility. Suggestion that approximately 1000 overutilized spaces at elementary level could be moved to secondary schools.
(Clarification: Some elementary schools are currently over utilized, while others are underutilized. According to the 2015-2016 LTAP, overall Burlington will have approx. 2027 empty pupil places at the elementary level by 2020).
- Approx. 600 additional students will require transportation, which adds air pollution emitted from buses. In addition, current bus driver shortage was raised ([Response in FAQ](#)).
- High number of cohorts and the most number of students will be directly impacted by this options, either through closure or program/boundary change.
- Walkability decreased, and surrounding health concerns.
- Geography not balanced.
- Elementary PAR will be triggered.
- Fiscally responsible to close a school with high AODA costs. Conversely, cost of transportation will be high over the long-term.
- Fiscally responsible to maintain investments already made at Bateman, and not build a new addition at Nelson as in 23d.
- Suggestions:
 - Bateman boundary very close to Nelson, so students with a very short walk to Nelson now have to travel longer to Bateman (return to Appleby Line). Chair

noted that this revision was examined as requested by the PARC rep earlier, however it would result in Nelson utilization increasing from 96% to 108% and Bateman decreasing from 83% to 71% by 2018.

- Rep request info if boundary moved to Brant. Planning to follow.
- Option 3b similar in solving utilization and programming challenges but reduces cohorts impacts.
- Tecumseh triangle to Nelson.

IPSOS Report

Ipsos discusses survey results. Noted that removing bias in a given option could be examined and that this will be provided in the next and final draft of the survey report next week. Also noted that some respondents may have selected more than 1 option for classifier questions (i.e. school affiliation and respondent type), hence the greater sum of respondents than 1,611. Verbatim quotes connects individuals with their true feelings and provides valuable results from the survey. Noted that codes determined by Ipsos team associated with PARC framework (Kirk Perris).

Final Feedback

No objections were raised to removing Option 19b. Noted however that Hayden opposed reduced number of schools having FI. Noted that under 28c, issue surrounding elementary not addressed. PARC members did not support removing any other options.

Next Steps

The Chair will produce discuss the findings of the PARC to Committee and for the Director's Final Report. Noted that innovation can be considered to lessen the impact of any option.

Associate Director presented data regarding regional/magnet programming to PARC. Innovation should be through from the programming lens, not filling space. Currently a total of only 12 Burlington students and 43 students from Halton attend regional programs in Etobicoke School of the Arts, Cawthra Park SS, Glendale SS. The Board does not expect a sufficient number students will enrol in magnet programs to fill 1800 empty pupil places based on prior experience at the Board and in other GTA school boards.

With respect to SHSMs (Specialized High Skills Majors), Associate Director noted that HDSB has the highest percentage of students enrolled in SHSMs in the province. Noted that the Board typically does not see a larger number of students attending a SHSM who are outside of their municipality. Therefore, only students already within Burlington will likely be reshuffled, instead of more students arriving from out of Burlington. PARC members identified grade 7-12 school model. Associate Director noted that this may fill space, however programming for secondary students (Gr. 9-12) would not improve, which was one of the reasons to initiate this PAR.

Trustee mentioned that at the end of the PAR, the Board will review the PAR process.

Discussions ensued regarding additional another meeting next week. Some members wanted to discuss innovation further at a future meeting.

After the role of the PARC ends, public feedback should shift to Trustees. Trustee noted that Board Trustees cannot respond to emails due to high volume, however, all emails are being read. In addition, communications could occur through school councils. Two delegation nights are scheduled with 25 delegation spots each. Additional spots may be available at the Board meetings themselves. Trustee indicated that from past experience, adequate representation was ensured, and would work to ensure same in this PAR.

Based on feedback of the PARC, another PARC working meeting will be scheduled for Monday, March 27 at 7:00 pm. Agenda expected to include innovation, implementation and wrap up.

Meeting adjourned at 10:15 pm.

Minutes/Notes from PARC Meeting #7

Burlington Secondary Schools Program and Accommodation Review

March 27, 2017

J.W. Singleton Education Centre - 2050 Guelph Line, Burlington, ON
Board Room - 7:00 PM

Revised Apr. 4, 2017.

Present: Scott Podrebarac (Chair), Donna Danielli (Trustee), Eric Szyiko (Parent Rep, ALD), Steve Cussons (Parent Rep, ALD), Marianne Meed Ward (Parent Rep, BCH), Ian Farwell (Parent Rep, BCH), Matthew Hall (Parent Rep, DFH), Tricia Hammill (Parent Rep, DFH), Cheryl De Lugt (Parent Rep, LBP), Steve Armstrong (Parent Rep, LBP), Kate Nazar (Parent Rep, NEL), Lisa Bull (Parent Rep, RBH), Sharon Picken (Parent Rep, RBH), James Ridge (City Manager), Maria McLellan (Principal, ALD), Kelli Pfeiffer (Principal, BCH), Nick Varricchio (Principal, DFH), Loraine Fedurco (Principal, LBP), Andrea Taylor (Principal, MMR), Karen Hartman (Principal, NEL), Mark Duley (Principal, RBH), Domenico Renzella (General Manager of Planning), Michelle D'Aguiar (Senior Planner), Dhilan Gunasekara (Planner), Kirk Perris (Ipsos), Jacqueline Newton (Superintendent of Education-Innovation/Ingenuity), Gord Truffen (Superintendent of Education-IT and International Students), David Boag (Associate Director), Stuart Miller (Director of Education).

Absent: Dianna Bower (Parent Rep, MMR), Marie Madenzides (Parent Rep, MMR), Rebecca Collier (Parent Rep, NEL), Adriana Tari (Ipsos).

Welcome

Director thanked PARC members for their contribution to the PAR process.

Innovation Discussion

Discussion ensued regarding the current state of innovation at the Board, with the Associate Director and the Superintendent of Innovation/Ingenuity.

Current state

Superintendent of Innovation discussed the definition of innovation. Innovation for the Board would be to see an improvement in process, product or understanding, both in a classroom and on Board administration. In addition, a network to share demonstrated good practice was also mentioned. Director and Associate Director discussed community partnerships, which is part of the Board's Multi-Year Plan and elaborated on existing formal and informal partnerships/relationships, such as with Siemens for robotics programs and other technology; ArcelorMittal Dofasco for an advanced manufacturing program at MMR that aligns with Ministry curriculum standards as well as industry standards; and Kerr Street Ministries/YMCA pilot program for disengaged children in Oakville. Noted that most of the time, relationships are established by community partners engaging with the Board through programs such as co-op.

Chair discussed community/neighbourhood hubs which are designed for service delivery with other Ministry-funded agencies, which largely occur at elementary schools with an early years, pre-natal focus. Chair noted current projected underway in Oakville and Milton.

Associate Director introduced Board's current eLearning (online learning) program and its growth over the last ten years as well as success in terms of student course completion rates, which have increased to approach the completion rates of standard instructional courses. Challenges to online learning were also noted, such as the difficulty to provide courses such as experimental sciences and technology. Noted that self-paced learning is now offered at every school.

Superintendent of IT discussed current status of ICT (Information Communication Technology) at schools and how funding for ICT is provided. Noted that all schools are currently using G Suite (Cloud-based service), and that training sessions are provided to teachers. Schools can choose how to use their capital budget and noted that Hayden chose technology as opposed to textbooks. Hayden parents identified the uniqueness of their school through its way of learning, i.e. textbook free.

Ideas

New ideas from the PARC members were then discussed. Chair indicated that the metric the Board would look at would vary for different options, however, the challenges currently faced at the Burlington secondary level need to be addressed under any solution. Innovative ideas could be applied to any school under any option if it addresses the challenges.

- Ensuring that students are taught the business aspect of innovation as well to support entrepreneurship.
- PARC members raised the option of providing students the opportunity to return for a victory lap (fifth year), which can increase enrolments and may enhance programming. Examples of speciality programs such as Police Foundations, or Pre-health may assist students to determine their future post-secondary plans.
- Partnership with post secondary institutions. Example is the Community Learning Campus post-secondary-high school partnership in Olds, Alberta. Concept of "innovation hubs" in partnership with post-secondary institutions was also raised.
- Continue to seek community partnerships to enhance programming for students.
- Expand trade programs such as masonry, elevator tech.
- Partnerships to create community centres and services for seniors.
- Raising revenue through programs, such as cosmetology and auto shop. Board staff noted that programs must be at cost-recovery basis based on Ministry Guidelines, with the only exception being food services based programs, which may have flexibility. It was also noted that programs could only be opened up for community participation during course times, which can be difficult if a course can only be offered two periods during the day.

- Magnet programs were discussed, such as the high school basketball program at Orangeville Collegiate. Build on geography and specializations at each school, such as athletics at Nelson and arts/culture/entertainment at Central to create magnet programs.
- Attract additional international students to Burlington. Superintendent of IT noted that these are fee-paying students and that the Board is promoting Burlington, particular Burlington Central. Director noted that increase in the number of international students may not provide more course options for regular track students as some do not take regular track courses.
- Ensure elementary students are selecting the HDSB high schools.
- Adult learning was discussed. Director noted that adult learning would not occur in the regular school day.
- Continue to enhance online learning.
- Hubs for students that prefer small schools.
- Virtual learning, i.e. students from multiple schools join in through video calling for a class.
- Community partnerships with corporations. Director noted that there are rules regarding partnerships with corporations and it can pose challenges, such as loss of partnership due to decisions by the business to downsize. Partnership at White Oaks in Oakville with Ford Manufacturing mentioned.
- Decommissioning parts of buildings, however it would not address programming.
- Add elementary grades to high schools, which can ease transition to high school and reduce the cost of portables at overutilized schools. Director noted that while some schools are overutilized, many others are underutilized. The Director indicated that there is a significant number of empty pupil places at the elementary level in Burlington (3500).

General Comments - Revised Apr. 4, 2017

- Cyclical nature of population/enrolment decline and growth mentioned.
- City Manager noted that higher density units with 0-1 bedrooms typically don't house many families with secondary students and these families will continue to prefer ground-based homes.
- City Manager suggested that if any school is closed, the land not be sold, given the exorbitant costs (forecasted) to re-purchase the land in future.
- City Manager indicated that he should be informed (on behalf of the City) regarding the future availability of space within schools.

Implementation of Options

Chair mentioned that Trustees may consider grandfathering; minimize impact on current students; staffing considerations; integration of new students; capital projects and flexible timelines; PARC to be part of integration committee; and transportation planning.

Some PARC reps indicated that some students should attend a school of their choice if their current school is closed. PARC members also noted that grandfathering should be important and that students should have the option of attending their new school prior to the implementation of boundary changes.

Next Steps and Wrap Up

Chair noted that after the PARC is dissolved, advocacy to shift to Trustees. A PARC member suggested that each PARC member send a personal email to Trustees as well. PARC email addresses to be phased out through discussions with IT. New emails to PARC accounts will have bumper response indicating emails be sent to Trustees. Chair noted that PARC members will have access to email, but it will be phased out and archived.

PARC members indicated that the public delegations need to be equitable to ensure fair representation of schools and topics/themes. Chair noted that the Board will ensure a variety of perspectives and issues are represented.

Feedback from PARC members regarding the process to occur in June or the Fall.

Chair and Trustee thank PARC members and Board staff for their commitment.

Chair formally dissolved the PARC.

Meeting adjourned at 9:20 pm.

APPENDIX 7

PARC Framework: Criteria to Measure Impact & Effectiveness of Options

Possible criteria could include but should not be limited to:

- Range of mandatory and optional programs
- Viability of Program - number of students required to offer and maintain program in an educationally sound and fiscally responsible way
- Physical and environmental state of existing schools
- Proximity to other schools (non-bus distances, natural boundaries, walking routes)
- Accommodation of students in permanent school facilities and minimal use of portable classrooms
- Balance of overall enrollment in each school in the area to maximize student access to programs, resources, and extra-curricular opportunities and avoid over and underutilization of buildings
- Expansion and placement of new ministry or board programs
- Stable, long-term boundaries to avoid frequent boundary changes
- Cost effectiveness of transportation
- Fiscal responsibilities
- Existing and potential community use and facility partnerships
- Goals and focus of the current multi-year plan



APPENDIX 8



Halton District School Board

ONLINE FEEDBACK SURVEY

MARCH 2017

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03 Proposed Options

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08 Detailed Findings

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51 Appendix- Proposed Options (PDFs)

Methodology

- The survey was conducted using an online methodology.
- An open-link was provided to the HDSB to post on the Board's website and for distribution to parents. Ipsos hosted the survey, analyzed the data and reported the results.
- In total, n=1611 completed survey responses were received during the fieldwork window.
- Data collection was conducted between Monday, February 27th to Monday, March 13th 2017.

Proposed Options

- The survey considered six (6) potential options as outlined below.
- Each respondent was asked about all six (6) and the options were shown at random.
- Respondents were given the opportunity to review a PDF document outlining pertinent details of each option. Details included in the documents provided to respondents can be found in the appendix of this report.

Option Name	Brief Description
Option 3c	Nelson Closes, Dr. Frank J. Hayden, Burlington Central & Robert Bateman Program Change
Option 4b	Robert Bateman HS Closes
Option 7b	Dr. Frank J Hayden HS Boundary Change
Option 19b	Burlington Central & Lester B. Pearson Closes, Dr. Frank J. Hayden Program & Robert Bateman Change
Option 23d	Robert Bateman HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Program Change
Option 28c	Burlington Central & Lester B Pearson Closes, Dr. Frank J. Hayden Program Change


EXECUTIVE SUMMARY

Executive Summary

- At an overall level, Option 7b (*Dr. Frank J Hayden HS Boundary Change*) receives the most positive rating with nearly four in ten (38%) holding a positive impression, followed by Option 4b (35%, *Robert Bateman HS Closes*) and Option 23d (27%, *Robert Bateman HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Program Change*). Closer to two in ten provide a positive rating for Option 19b (23%), 28c (21%) or 3c (18%).
- With the exception of Option 7b and 4b, more respondents hold a negative opinion than positive of the remaining options and a majority of respondents feel negative towards Options 19b, 28c and 3c.
- When asked to rate each option on a variety of factors, Option 7b receives the most positive ratings across virtually all areas followed Option 4b. Option 3c, 28c and 19b consistently receive the most negative ratings.
- Option 7b is rated most positively for the opportunity for students to walk to school, minimal use of portable classrooms and existing and potential community uses which are the same areas where Options 19b, 28c and 3c receive among the lowest ratings.
- Option 4b meanwhile is rated highest for stable long-term school boundaries, sufficient student enrolment to support ability to run programs/ courses and the opportunity for students to walk to school.
- Options 19b, 28c and 3c are also rated more negatively for cost effectiveness of transportation, while Option 3c is also rated more negatively for physical environment and responsible use of financial resources. The primary issues expressed with these options on an open-ended basis were concerns with travel, dislike of the boundaries, risk of over-crowding and opposition to splitting up students/ cohorts.

Summary Of Most Positively Rated Areas

- Below are the factors where each option received the most positive ratings.



Option	Factors (% Rating 6, 7 on 7 pt. scale)
7b	<ul style="list-style-type: none"> • Opportunity for students to walk to school (43%) • Minimal use of portable classrooms (41%) • Existing and potential community uses (38%)
4b	<ul style="list-style-type: none"> • Stable long-term school boundaries (34%) • Sufficient student enrolment to support ability to run programs/ courses (33%) • Opportunity for students to walk to school (33%)
23d	<ul style="list-style-type: none"> • Sufficient student enrolment to support ability to run programs/courses (30%) • Sufficient student enrolment & staff to provide a range of extracurricular activities (28%) • Range/variety of programs (27%) • Balance of student enrolment (27%)
19b	<ul style="list-style-type: none"> • Sufficient student enrolment to support ability to run programs/courses (25%) • Sufficient enrolment & staff to provide a range of extracurricular activities (25%) • Range/variety of programs (24%)
28c	<ul style="list-style-type: none"> • Sufficient student enrolment to support ability to run programs/courses (24%) • Sufficient student enrolment & staff to provide a range of extracurricular activities (24%)
3c	<ul style="list-style-type: none"> • The balance of student enrolment (21%) • Sufficient student enrolment to support ability to run programs/courses (20%) • Sufficient enrolment & staff to provide a range of extracurricular activities (20%)

Key Differences By School Affiliation and Role

School Affiliation

- Generally speaking, those affiliated with a particular school are more likely to prefer options which do not have a direct impact on it. Below we note the most prominent trends per school affiliation.
 - **Nelson High School:** More positive towards Option 7b, more negative towards Option 3c.
 - **Burlington Central High School:** More positive towards Option 23d followed by 4b and 7b, more negative towards Option 19b and 28c.
 - **Robert Bateman High School:** More positive towards Option 19b followed by 28c, more negative towards Options 4b, 7b or 23d.
 - **Lester B. Pearson High School:** More positive towards Option 7b followed by 4b and to a lesser extent 3c, more negative towards Options 19b, 23d or 28c.
 - **Dr. Frank J. Hayden Secondary School:** More positive towards Option 4b, more negative towards Option 7b.
 - **Aldershot High School:** More negative towards Option 7b.

Staff

- HDSB staff are more positive towards Option 3c and more likely to provide positive ratings on specific factors for Options 19b and 28c (except for cost effectiveness of transportation and opportunity for students to walk to school).

Students

- Students are more positive towards Options 4b followed by 7b and 23d.

APPENDIX 9

Halton District School Board

PAR Burlington Secondary Estimated Annual Operating Savings

Analysis Based on Option 19

Salary Savings	
Teachers	\$ 496,400
School Support	<u>\$ 936,400</u>
Total Salary Savings	\$1,432,800
Total Facility Savings	<u>\$ 687,700</u>
Total Savings before Transportation	\$2,120,500
Less Additional Cost of transporting students	<u>\$ 316,300</u>
Net Savings	<u>\$1,804,200</u>

Assumptions:

Salary Impact

- Teachers include non-classroom staff (Library, Guidance, Department Heads, Supplement to support program needs)
- School Support includes Principals, Vice Principals, Social Worker, Clerical and Caretakers
- Calculated using 2015/2016 average salary & benefits costs

Facility Impact

- Savings include utilities, snow removal, surveillance, supplies, cleaning, maintenance, waste collection, vandalism & insurance
- Actual 2015/16 costs attributable directly to the facility have been used where available
- Average 2015/2016 costs per school have been used where facility specific costs are not available
- Savings above are shown net of additional cost of transferring students to other schools
- Operating Savings by Facility for 2015/2016

Burlington Central HS	Aldershot SS	Nelson SS	Lester B Pearson SS	MM Robinson SS	Dr. Frank J Haden SS	Roberts Bateman SS
\$584,000	\$490,000	\$595,000	\$564,000	\$671,000	\$575,000	\$764,000

Revenue Impact

- Savings are shown net of any reduction in grants both in salary and facility impact
- Loss of rental revenue is not an impact because the remaining schools in Burlington have adequate space to accommodate the change in facilities

Other

- Regarding school operating savings - no significant savings was determined as most costs are redirected with the students
- Transportation costs Option 19 estimated 502 students @ \$630 per student additional cost.

APPENDIX 10



Ipsos Public Affairs

Halton District School Board: Facilitation Services

**Report of Findings from Public Meeting
December 8, 2016**

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1.0 Background

In 2015, the Ministry of Education established minimum standards for school boards to manage schools by undertaking pupil accommodation reviews, given changes to enrolment, demographics, etc. The Halton District School Board is undertaking such a review, organized under the Board's Program and Accommodation Review (PAR) Policies. Central to the PAR is current and foreseeable enrolment decline in several secondary schools in the City of Burlington, as identified in the 2015-2016 Long Term Accommodation Plan (LTAP). The LTAP identified trends of under-utilization in the following schools:

- Burlington Central HS has a 68% On The Ground (OTG) utilization rate; projected to remain steady through 2025
- Lester B. Pearson has a 65% OTG utilization rate; projected to drop to 50% by 2025
- M.M. Robinson HS has a 54% OTG utilization; projected to drop to 46% by 2025
- Robert Bateman HS has a 60% OTG; projected to drop to 50% by 2025

To counter these enrolment trends a series of options were devised by staff of the HDSB. In total, 19 options have been drafted, with one, Option 19, having acquired a degree of consensus as the primary recommendation. Varying stakeholder groups will deliberate on the merits of Option 19, and whether it, or another option, should be implemented. Ultimately, any decisions will serve to safeguard the Board's fiscal responsibilities and present reasonable alternatives to students and their families that aim to minimize disruption to their secondary school experience.

Option 19 includes the following four recommendations:

- Close Lester B. Pearson Secondary School¹
- Close Burlington Central Secondary School and redistribute students to Nelson Secondary School and Aldershot Secondary School
- Reduce overcapacity at Dr. Frank J. Hayden Secondary School by redistributing students to Robert Batemen Secondary School and by transferring its French immersion program/students to M. M. Robinson Secondary School
- Increase enrolment in Bateman by adding a French immersion program and absorbing students from Nelson and Hayden

¹ The following abbreviations will be used in this report for the seven secondary schools identified in Option 19: Pearson, Central, Nelson, Aldershot, Hayden, Bateman, MMR

Central to advancing any option requires input by the Program and Accommodation Review Committee (PARC), an advisory group comprised of parents or guardians of children who are enrolled in an affected HDSB school. From December to March the PARC is tasked with making varying decisions over the course of four working meetings. An adjunct to this process is public meetings. Both meeting formats are open to the public; PARC meetings permit the public to attend and observe matters that are discussed. Public meetings serve to elicit direct feedback from the public to inform the decision-making process. The dates of these PARC and public meetings are listed as follows:

- Public Meeting #1 – December 8, 2016
- PARC Meeting #1 – January 26, 2017
- PARC Meeting #2 – February 2, 2017
- PARC Meeting # 3 – February 9, 2017
- Public Meeting #2 – February 28, 2017
- Public Meeting # 3 – March 2, 2017
- PARC Meeting #4 – March 23, 2017

The data compiled from these meetings will be reported to the PARC and serve to inform any recommendations they make as part of the PAR. The PARC is not responsible for decision-making. Any decisions on school closures, etc., lie with the Board's Trustees.

This report reflects an analysis of the input gathered from the first public meeting, held on the evening of December 8, 2016 at New Street Education Centre, located in Burlington.

The report is organized into four main sections: Executive Summary, Methods, Findings, and Appendix.

2.0 Executive Summary

This executive summary provides a synopsis of the findings located in the following sections of this report.

Mandatory and Elective Programming

In regards to enrolling in mandatory and elective courses, the input from attendees affiliated to Central and Pearson suggests there is greater flexibility to attending a school other than the home school for courses. Attendees from Hayden showed less flexibility. Overall, a greater propensity to attending a school other than the home school was found in relation to elective courses. This finding may also suggest the lower level of importance parents and guardians place on elective, compared to mandatory courses.

Learning Facilities and Spaces

The utilization of school space is important relative to the provision of adequate learning facilities. The topic of spaces being underutilized in high schools was largely overlooked by attendees. Given that Central and Pearson are encountering a declining enrolment, there may be little concern about the impact of empty spaces in a given high school. Attendees may be more inclined to respond to questions that directly affect them, rather than to consider issues that are more indirectly relevant or perceived as a Board matter.

Extracurricular Activities

Attendees indicated that having a breadth of extracurricular activities at the home school was important. At the same time, and similar to the findings in relation to elective courses identified above, a majority of attendees indicated “Very likely” or “Somewhat likely” to considering sending their children to a school other than the home school to participate in extracurricular activities.

School Transportation and Commuting

According to attendees, a large majority of their children walk to and from school. The Board’s policy of 3.2 kms as the maximum distance a child should be expected to walk was indicated as important, with the assumption that this distance should not be increased. Attendees also indicated as important that the Board should be fiscally responsible by reducing funding to transportation, and namely buses. School closures would compromise both of these positions – children would need to walk farther, or rely on bussing, to reach school.

Funding and Capacity

Based on the questions asked in this section – whether the HDSB should fund empty pupil spaces to maintain schools with low enrolment, and if the HDSB should rely on its multi-year plan of 90% capacity to sustain its high schools – attendees’ responses suggest they want the HDSB to devote funding to maintain some high schools, even though the costs would increase over time, assuming enrolment decline continues, as has been forecasted in the Board’s current Long Term Accommodation Plan. The findings in this section, illuminate the challenges of drafting close ended questions where items may not provide sufficient context, options, or relevance to a given attendee.

Conclusions

Overall, parents and guardians are highly vested in the outcome of the PARC, and the larger decisions on Option 19, assuming this is the mandate that the PARC will put before the Board's Trustees. The opposition to school closures is clear, particularly from the Central and Pearson contingents. There is also a degree of concern around over capacity, with Hayden being the centre of this issue.

Amidst these concerns, attendees expressed a degree of flexibility, particularly around attending programming at schools other than the home school, particularly for elective courses and extracurricular activities.

A greater understanding of the fiscal issues facing the Board is desirable by attendees. Given that budgetary matters are of a complex nature, and that the time in a public meeting is limited, sharing information on finances will continue to pose challenges. Another area where greater understanding is desirable is on school boundaries. Previous decisions on drawing boundaries have perplexed attendees, and the feeling is that these previous changes have led to deleterious effects on some of the HDSB high schools in Burlington.

In moving forward to subsequent public meetings, it will be prudent to reflect on the questions that were posed, and focus more directly on questions related to options or alternatives, and on matters of a fiscal nature. Presenting alternatives to parents and guardians will demonstrate a willingness to find common ground with the affected communities. Presenting more fiscal information will also illuminate the challenges facing the Board given its finite resources.

3.0 Methods

The public meeting was organized to elicit maximum participation by attendees. To promote the public meeting, the HDSB reached out to parents or guardians directly using email. Notices were also posted on the Board's website.

The public meeting was held at the New Street Education Centre, located in the City of Burlington. The venue could accommodate approximately 500 people. There were nearly 300 people in attendance, and 263 keypads were distributed.

Keypads were used as the main mechanism to gather feedback. A series of 24 close-ended questions were posed, and presented through PowerPoint and projected onto a large screen. The questions were drafted by the HDSB and Ipsos. The questions provided real-time feedback through the presentation of bar charts shown on screen. The data served as a means of understanding attendees preferences for existing or proposed changes to programming, facilities, and funding. This data also served as a means to guide plenary discussions held during the public meeting.

The public meeting lasted for two hours. There were 24 questions categorized under themes² that included programming, facilities, transportation and fiscal responsibility (See Appendix B for raw data).

During the meeting time was allotted for open-ended feedback at the conclusion of each theme. Occasionally, questions or comments were fielded before the conclusion of a given theme. Those who raised their hand were given a microphone to share their views or queries.

The public meeting began with an introduction by the Ipsos plenary chair, and the superintendent, education, from the HDSB. The Ipsos plenary chair served as the facilitator of the meeting. The superintendent presented some contextual information near the beginning of the meeting, and answered questions during open-ended feedback, which occurred throughout the evening.

3.1 Analysis

The quantitative data is presented in aggregate as counts, with the use of percentages to add some context to a given response item. For ease of viewing and understanding, the top two and bottom two answer options in most questions are presented as one count each (e.g., Strongly agree and Somewhat agree are summed as one count, rather than two counts).

The analysis also provides disaggregated data by respondents' school affiliation. Only three of the seven schools had attendees in double digit figures, and these well-represented schools are given some focus in the analyses by school affiliation. Some of this disaggregated data is juxtaposed to the overall counts to illuminate respondent differences based on school affiliation. This adds some important context to varying issues under consideration (e.g., proposed changes to transportation to one school community are reflected as more important by attendees when compared to attendees from another school community).

The quantitative data is not representative of any population, and the analyses are not generalizable.

All qualitative data is analyzed using thematic analysis and serves to illuminate the quantitative findings.

² The questions were derived from the PARC framework, which consisted of 13 items (see Appendix A).

3.2 Session Objectives & Goals

The town hall was organized as an information-gathering exercise. It is part of a larger process that will include two additional public meetings, and four PARC meetings, to be held from late January to late March. All of these meetings will be open to the public.

The objectives of the public meeting were to disseminate information on the PARC process, and to gather pointed feedback on the PARC framework. Questions were derived from this framework and served to augment understanding of the varying interests of attendees, that would be utilized by the PARC in its recommendations to the Board's Trustees.

The nature of the public meeting was to involve parents and guardians in a two-way dialogue with Ipsos and the HDSB. The participatory nature of the public meeting functioned to provide information on otherwise complex issues. This, and subsequent engagements, serve as a mechanism to facilitate deeper, more-informed, and possibly changed opinions about how the PARC, the HDSB, and ultimately the Board's Trustees, should make decisions that will impact the varying communities that attend the HDSB secondary schools in the City of Burlington.

Within this context, some goals of the public meeting were to:

- Provide attendees with an update to the PARC process
- Inform attendees of the organization of public events held in the coming months
- Assure attendees that no decisions will be made on school closures until late May or early June
- Gather feedback from attendees to inform the process, at this early stage of deliberation

To maximize engagement, three mechanisms were utilized as follows:

- Keypads
- Plenary discussion
- Email feedback

4.0 Findings

The Public Meeting was a means to gather attendees' input on metrics that would inform any recommendations made by the PARC. The primary means to acquire this information was through the use of keypads. Keypads resembled a handheld device and had a simple interface of numbers resembling a phone pad. Question items were assigned a numerical value to which attendees would press to indicate a response.

All keypad questions were close-ended and served to provide a quantifiable impression of the issues and options to consider relative to programming, etc. To complement data from keypad questions, attendees were also invited to offer verbal open-ended feedback. This feedback included commentary and questions and is utilized in this report to illuminate the quantitative data, where relevant. Finally, several attendees also were invited to offer email feedback, and this is also included in the analysis.

Given that the event was open to the public, without need for registration, the findings presented below are not scientific, nor generalizable. Instead the findings reflect the perceptions of the attendees present at the public meeting on December 8, 2016.

4.1 Representation of Attendees by School Affiliation

A breakdown of attendees, by school, is presented in Table 1.

Proportionally, the greatest number of attendees were representing Central with 150 attendees, followed by Hayden and Pearson, both of which had 43 attendees. Very few attendees were present from Nelson, Bateman, Aldershot and M.M. Robinson. The tally of attendees for these four secondary schools amounted to 20. There were 7 attendees who did not answer this question. These individuals are included in reporting on the aggregate data.

In total, 263 attendees were using keypads³.

Table 1: Attendee Representation by School

HDSB Secondary School	#	%
Central	150	57
Pearson	43	16.3
Hayden	43	16.3
Aldershot	7	2.7
Nelson	6	2.3
Bateman	5	1.9
MMR	2	0.8
Unknown	7	2.7
Total:	263	100%

Q1. Which school are you representing?

³ Note: Seven attendees accepted a keypad, but did not indicate a school affiliation, and were therefore excluded from the data collection presented in these findings. There were also approximately six individuals who did not use a keypad.

4.2 Mandatory/Core Courses

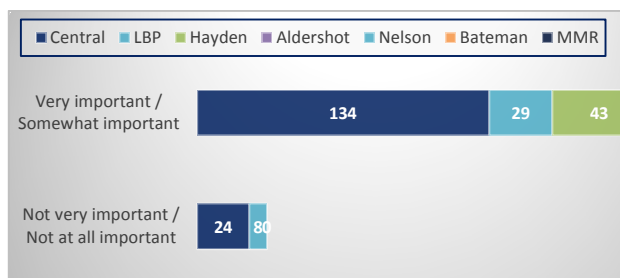
Attendees were asked three related questions on mandatory programming, as is presented in Table 2, and is comprised of questions 2, 3, and 6 (see Appendix B).

When asked about the importance of having mandatory/core courses within the home school, 245 of 260 (94%) attendees indicated “Very important” or “Somewhat important”. In the following question, the response in regards to acceptability of travelling to a school other than the home school to attend mandatory/core programming was somewhat complementary to Question 2. The aggregate response for “Not very acceptable” and “Not at all acceptable” measured at 199 of 263 (76%). Yet, 64 attendees, or 25% of total respondents, indicated that it was “Very acceptable,” or “Somewhat acceptable” to travel to another school other than the home school to attend mandatory/core programming. Among the schools with the largest representation at the meeting, the number of responses were 45 of 150 (29%), 8 of 43 (19%), and 3 of 43 (7%) for Central, Pearson and Hayden, respectively.

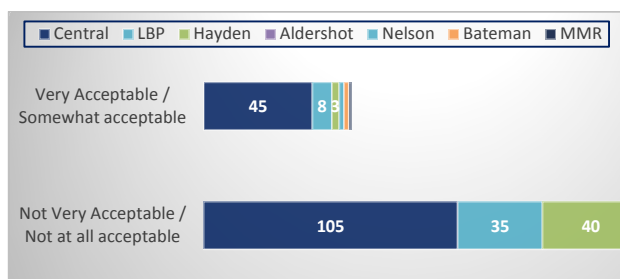
In regards to willingness to take mandatory/core courses (Question 6) in an alternative method (e.g., summer school, night school, e-learning or attend another school), responses were more mixed. Although 150 of 262 (57%) responses indicated “Not very willing” or “Not at all willing,” there were also 109 responses that indicated “Very willing” or “Somewhat willing” to take mandatory/core courses in an alternative method (e.g., summer school, night school, e-learning or attend another school). Among the schools with the largest representation at the meeting, the number of responses were 71 of 149 (48%), 19 of 43 (44%), and 9 of 43 (21%) for Central, Pearson and Hayden, respectively.

The findings from Table 2 suggest that attending mandatory/compulsory courses in the home school were important to attendees at the public meeting. There was some notable flexibility, particularly from attendees affiliated with Central, to have their child take a mandatory/core course in an alternative method.

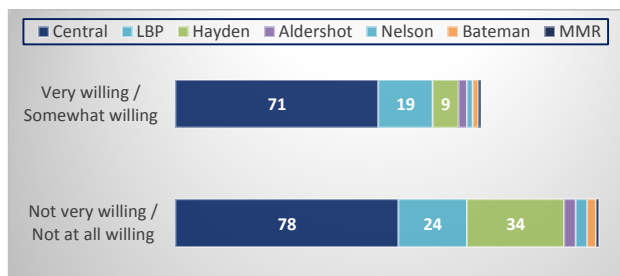
Table 2: Mandatory/Compulsory Courses Scenarios



Q2. How important is the availability of mandatory/core courses for your child(ren) within your home school?



Q3. How acceptable is it to attend a school outside of a home school for mandatory/core programming for your child(ren)?



Q6. How willing are you to have your child(ren) take a mandatory/core course in an alternative method, e.g summer school, night school, e-learning or attend another school?

4.3 Optional/Elective Courses

When compared to the findings presented in Table 2, the responses for the location of optional/elective courses was more evenly distributed, as found in Table 3 below.

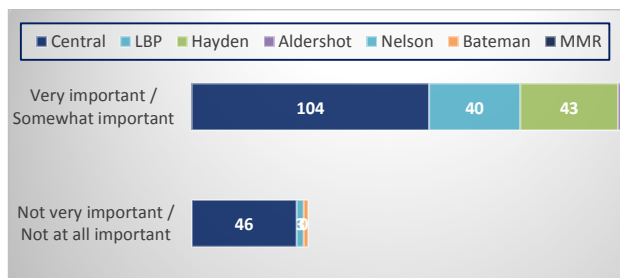
Although 211 of 263 (80%) respondents identified having optional/elective courses within the home school as “Very important” or “Somewhat important” in Question 4, almost half of respondents (129 of 261, or 49%) also indicated “Very acceptable” or “Somewhat acceptable” when asked about attending a school outside of the home school for optional/elective courses in Question 5.

When Question 5 is disaggregated by school, a majority of attendees affiliated with Central and Pearson also indicated “Very acceptable” or “Somewhat acceptable” for a child to attend a school outside of a home school for optional/elective courses. Attendees affiliated to Hayden countered this trend with the majority from this school (34 of 43) indicating “Not very acceptable” or “Not at all acceptable” to the same question.

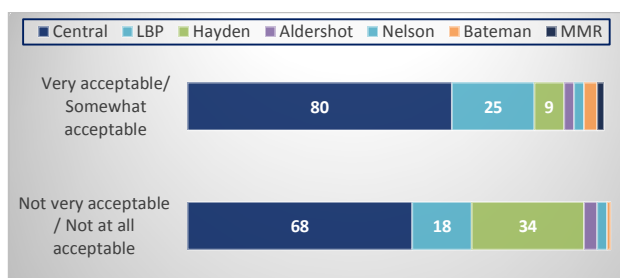
In regards to willingness to take elective/optional courses in an alternative method (e.g., summer school, night school, e-learning or attend another school) in Question 7, responses were also favourable. There were 164 of 259 (63%) respondents who indicated “Very Willing” or “Somewhat Willing” to take optional/core courses in an alternative method. Among the schools with the largest representation at the meeting, a similar pattern was observed in comparison to Question 4 and Question 5. A majority of attendees from Central and Pearson indicated “Very Willing” or “Somewhat Willing” to take optional/core courses in an alternative method, whereas a majority of attendees from Hayden indicated “Not very willing” or “Not at all willing” to the same question.

The findings in Table 5 suggest that attendees, particularly from Central and Pearson, may be more agreeable in considering alternative options when enrolling in optional/elective courses, as compared to a more rigid, or inflexible, response to mandatory courses, as was found in Table 2.

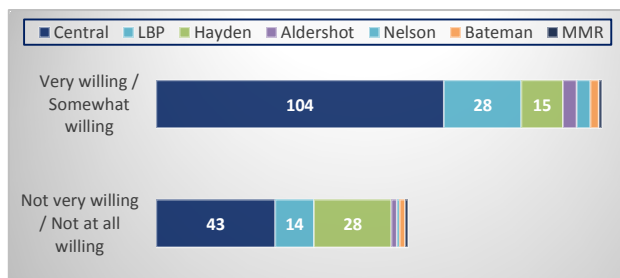
Table 3: Optional/Elective Courses Scenarios



Q4. How important is the availability of optional/elective courses within your home school for your child(ren)?



Q5. How acceptable is it for your child(ren) to attend a school outside of a home school for optional/elective courses?



Q7. How willing are you to have your child(ren) take an optional/elective course in an alternative method, e.g. summer school, night school, e-learning or attend another school?

4.4 Learning Facilities and Space

The series of questions presented in Table 3 are centred on facilities and space. For Question 9, 223 of 259 (86%) of respondents indicated “Very concerned” or “Somewhat concerned” when asked about their children having access to appropriate learning facilities. When asked in Question 10 about secondary schools that have such spaces as being underutilized, 184 of 258 (71%) selected “Not very concerned” or “Not at all concerned”.

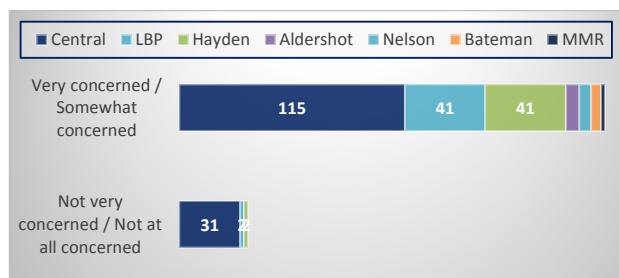
Of the three schools with greatest representation at the meeting, attendees from Hayden showed a proportionally different response pattern when compared to Central and Pearson – 21 of 43 (49%) respondents from Hayden indicated “Very concerned” or “Somewhat concerned” about spaces being underutilized.

The importance of preserving existing community partnerships, as asked in Question 16, produced a mixed level of importance. Of the 251 responses, 133 (53%) selected “Very important” or “Somewhat important” and 118 (47%) selected “Not very important” or “Not at all important”.

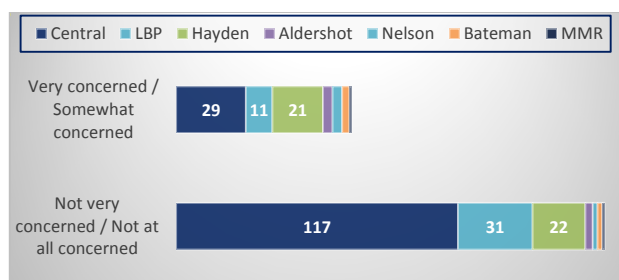
When asked about the importance to minimize the use of portables in Question 17, 186 of 252 (74%) respondents indicated “Very important” or “Somewhat important”. Proportionally, results from Pearson were higher than Central or Hayden with 36 of 42 (86%) indicating this issue was “Very important.” Proportionally, results from Hayden were notably lower with 26 of 43 (60%) indicating this issue was “Very important”.

The findings from Table 4 provide a clearer picture of attendees responding based on their personal, or their school’s circumstances. Whereas the majority of attendees indicated concern about having appropriate learning facilities, far fewer expressed concern with a secondary school having underutilized spaces. Drawing inferences into this finding leads to multiple interpretations. For attendees affiliated to Central or Pearson, underutilized space may reflect a degree of normalcy, given that these schools have low enrolment and presumably empty classrooms. By contrast, attendees affiliated to Hayden may have indicated a proportionally greater concern over this issue with concern that such spaces in other secondary schools could alleviate some of the enrolment pressures at Hayden, given its overcapacity in enrolment. The findings may also reflect the lack of direct relevance to an

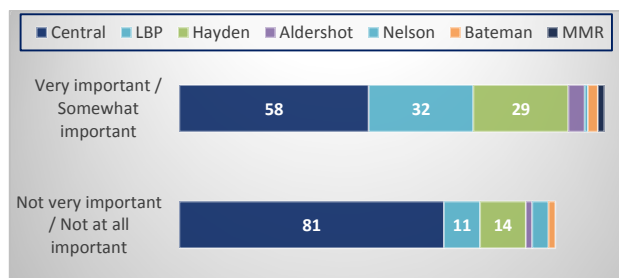
Table 4: Learning Facilities and Space



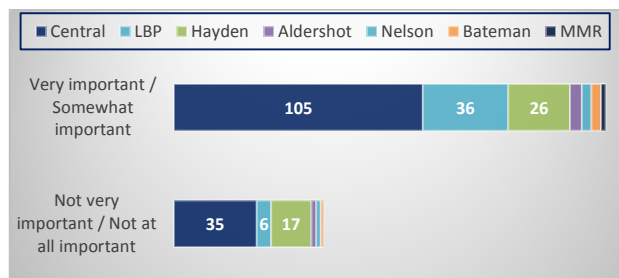
Q9. How concerned are you that your child(ren) has access to appropriate learning facilities (e.g., kitchens, science labs, gyms, libraries)?



Q10. How concerned are you that some high schools have large amounts of specialized learning spaces that remain underutilized?



Q16. How important is it to you to preserve existing community partnerships at your child(ren)'s current school? (e.g., swimming pool, library, community centre).



Q17. How important is it to you to minimize the use of portable classrooms?

attendee in Question 10.

4.5 Extracurricular Activities

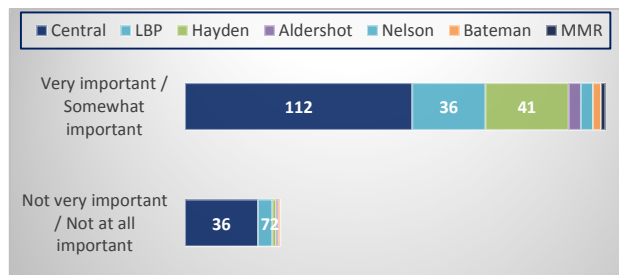
Table 5 shows the results of two related questions on extracurricular activities. For question 11, 213 of 261 (82%) respondents selected “Very important” or “Important” on having a full range of extracurricular activities for their children.

Respondents affiliated to Central, Pearson and Hayden selected “Very important” or “Important” 112 of 148 (76%), 36 of 43 (84%), and 41 of 43 (95%), respectively to Question 11.

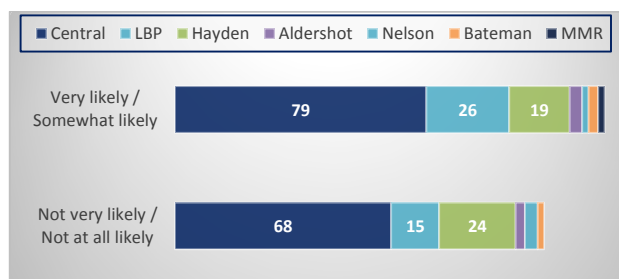
For question 12, the distribution was more even. On having a full range of extracurricular activities for their children, 141 of 258 (55%) respondents selected “Very likely” or “Somewhat likely”, and 117 of 258 (45%) respondents selected “Not very likely” or “Not at all likely”. Proportionally, results from Pearson were comparatively higher than the aggregate with 26 of 41 (63%) indicating “Very likely” or “Somewhat likely”. Comparative results from Hayden were lower with 19 of 43 (44%) indicating “Very likely” or “Somewhat likely” to Question 12.

The findings from Table 5 reflect similar results found in Table 3, and to a lesser extent in Table 2. Like course programming, extracurricular activities are important, to the extent that parents or guardians would support their children participating in extracurricular activities at another school.

Table 5: Extracurricular Activities



Q11. How important is it for your home school to have a full range of extracurricular activities? (e.g., drama, arts, athletics, clubs) for your child(ren).



Q12. How likely are you to support your child(ren) participating in extracurricular activities at another school?

4.6 School Transportation and Commuting

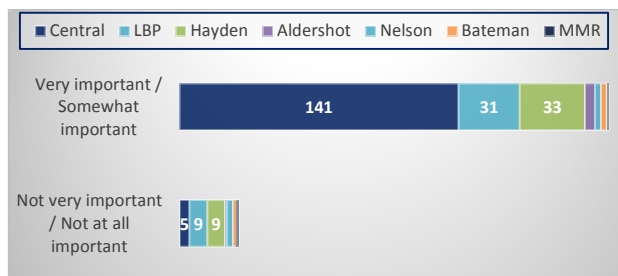
Table 6 shows responses to questions related to transportation to and from school. For question 18, regarding attendees’ children living within a maximum 3.2 km walking distance from their home school, 220 of 253 (87%) respondents indicated this issue as “Very important” or “Somewhat important”. Among the schools with greater representation at the public meeting, a clear majority of respondents affiliated with Central indicated “Very important” or “Somewhat important” (141 of 146, or 97%) to Question 18. Proportionally, respondents from Pearson and Hayden were comparatively lower with 31 of 40 (78%) and 26 of 42 (79%), respectively, indicating the walking issue as “Very important” or “Somewhat important”.

For Question 19, regarding the most common form of transportation to school, the distribution of respondents reveals that a majority of students walk to their home school (176 of 256, or 69%). Only 37 of 256 (14%) used the school bus, and no attendee selected public transit. Among the schools with large representation at the public meeting, the majority of respondents affiliated to Central and Pearson indicated walking, with 124 of 146 (85%), and 31 of 42 (74%), respectively, selecting this option.

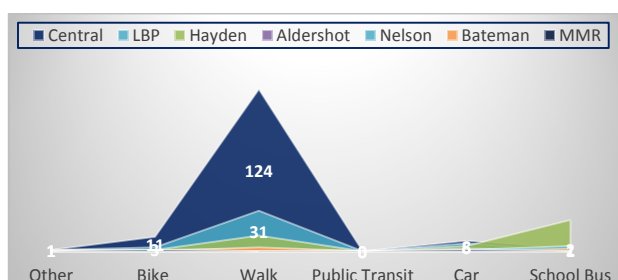
Question 20 asked respondents the degree of importance they assigned to the Board being fiscally responsible by reducing transportation (i.e., bussing) to reach school. A clear majority of respondents (195 of 247, or 79%), indicated “Very important” or “Somewhat important” for Question 20. A breakdown by school indicated that 128 of 139 (92%) of attendees from Central indicated “Very important” or “Somewhat important” for this option. Proportionally, 25 of 40 (63%) respondents from Pearson and 26 of 41 (63%) respondents at Hayden assigned the same degree of importance to Question 20.

Given that 69% of attendees indicated walking as a child’s most common form of transportation to school, it is not overly surprising that 87% of attendees assigned importance to maintaining the Board’s walk distance policy of 3.2 kms between a child’s home and school⁴. The fact that the policy issue in

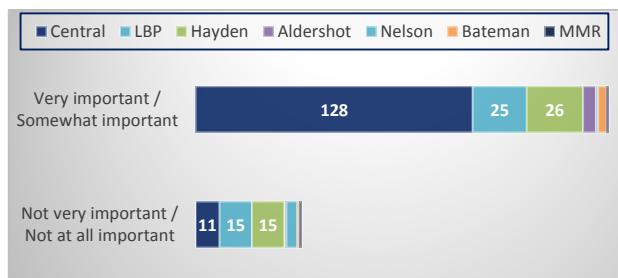
Table 6: School Transportation and Commuting



Q18. The Board's current walk distance for secondary students is a maximum of 3.2 km. How important is it that your child(ren) are within the Board mandated walking distance to reach school?



Q19. Which of the following is your child's most common form of travel to school currently?



Q20. How important is it to you that the Board be fiscally responsible by reducing transportation to reach school?

⁴ Given that the main concern of the public meeting was school closures, the assumption made in the analysis of Question 18 is that shortening the distance of 3.2 kms was not being considered. Instead, the question was aimed at understanding attendees’ tolerance for lengthening this distance, given that some individuals would have to travel a greater distance if Central or Pearson were closed.

Question 18 garnered a higher number of counts relative to importance by attendees, compared to the counts of actual walkers to school, may suggest that attendees are keen to minimize costs for transportation, as was presented in Question 20, even if this is a method they rely upon. More pointed questions related to transportation may augment understanding on this issue.

Another point of interest is the comparative results to Question 10 in Table 4. Question 10 referred directly to underutilized space and indirectly referred to fiscal responsibility. The results from this question were largely dismissive of this issue. By contrast, the issue of transportation, linked directly to fiscal responsibility, garnered a high degree of importance as indicated by attendees. Moving forward, attributing associations of a fiscal nature to questions, where relevant, may garner attention from respondents and generate more accurate results.

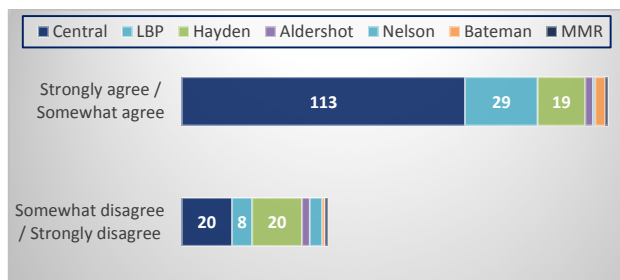
4.7 Funding and Capacity

Table 7 shows the results from a series of questions related to capacity of HDSB schools in the City of Burlington. For Question 22, regarding the extent that the HDSB should reallocate its limited budget to fund empty pupil spaces, 172 of 232 (74%) respondents indicated “Strongly agree” or “Somewhat agree”. A breakdown by certain schools indicated that 113 of 133 (85%) respondents from Central indicated “Strongly agree” or “Somewhat agree” for this option, whereas only 19 of 39 (51%) respondents from Hayden assigned the same degree of importance to this option.

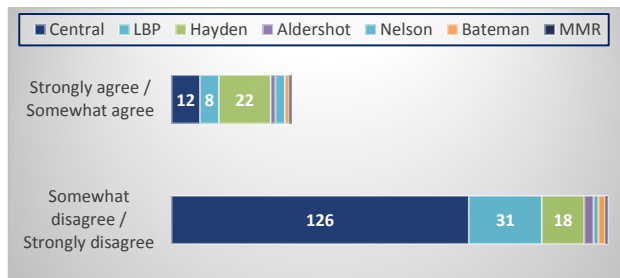
For Question 23, regarding the Board’s policy that it will maintain a 90% building capacity as part of its multi-year plan, respondents were asked to what extent do they agree with this goal as it relates to sustainability of HDSB high schools in Burlington. Overall, only 54 of 241 (22%) respondents indicated “Strongly agree” or “Somewhat agree”. A breakdown by school indicated that only 12 of 138 (9%) respondents from Central indicated “Strongly agree” or “Somewhat agree” for this option, whereas 22 of 40 (55%) respondents at Hayden assigned the same degree of importance to this option.

The findings from Question 22 and Question 23, and the verbal feedback aligned to these questions, located in the following section, suggest that there was a degree of uncertainty when attendees were inputting their responses to these questions. The findings from Question 22, for example, suggest that a clear majority of attendees favour utilizing Board funding to maintain empty spaces in schools. Such an outcome would not be fiscally responsible, nor sustainable, particularly if forecasting on greater enrolment decline materializes. Question 23 reinforces the findings in Question 22. If high schools operate below 90% of building capacity, sustainability of Burlington secondary schools will be compromised. Given that one of the comments from the discussion period of the public meeting indicated that some questions seemingly forced individuals to vote against their own interests, it is necessary to re-evaluate the types of questions asked in subsequent public meetings.

Table 7: Funding and Capacity



Q22. The Ministry does not fund empty pupil places. To what extent do you agree that the Board should reallocate its limited budget to fund these spaces?



Q23. The Board's MYP states it will maintain a minimum overall average of 90% building capacity. To what extent do you agree with this goal around future sustainability of Burlington secondary schools?

Discussion Periods and Emails:

Interspersed throughout the public meeting were short periods where attendees could offer comments or pose questions. At the end of the keypad session, there was also an extended discussion period. This section reflects some of the key points shared by attendees during this discussion period and from separate emails sent to the Ipsos facilitator.

Among the main concerns held by attendees was the organization of the public meeting and the premise of the close-ended questions being asked.

Attendees felt that they had been “misled” into thinking that they were attending a public meeting whereby their questions would be addressed or answered. The public meeting, however, was an exercise in gathering input that would later serve to inform the PARC on major issues held by attendees, and the degree of importance, concern, agreement, etc., with a series of close-ended questions informed by the PARC framework. As shown in the previous sections, when the data is disaggregated by school affiliation, some patterns appear that diverge from the aggregate results, and offer insight into considering changes to how schools are organized and operated.

Attendees also expressed frustration at the nature of the close-ended questions which were described as “loaded” and written to force attendees into voting “against their own interests.” More clarity of questions was desired with some examples including:

“What does it mean by reducing transportation?”

“What is an empty pupil space?”

“What are innovative approaches?”

In the broader context, some attendees felt that the decision to close Central and Pearson had already been made, with option 19 having been presented in advance of the formation of the PARC.

“I’m surprised and disappointed that when the PARC was announced that there weren’t any schools named in that PARC, but that the Board was going to go through the process. Then this year Pearson and Central are targeted. Why not make it a level playing field across all schools?”

Missing from the questions were understanding of the local context of a given school, and the detrimental impact on families if students were forced to attend another school. One attendee noted the role senior students play at Pearson in mentoring pre-school students at the nursery co-op, an arrangement that has existed for 35 years. Other attendees expressed concern over the challenges facing students if they are required to enrol in another secondary school, given the network they would lose from their existing home school, or the separation of siblings enrolled in different programs.

“[Our child] will be enrolled in a whole new school right before university, what kind of letters of recommendation will our child get, what kind of clubs will our child be able to participate? You are putting kids at an extreme disadvantage for university.”

“With respect to French immersion being bussed to other schools, siblings in one household where one child is enrolled in French immersion, and the other is not, should still be going to the same school. It’s ridiculous to split up families.”

The issue of boundaries was also frequently voiced during the public meeting. An example was the imbalance of feeder, or elementary schools, with six or more feeding into Hayden, and only one feeding into Pearson. The disproportionate distribution of feeder schools was perceived to be a main cause of overcrowding at Hayden. Coupled with the multi-year plan of targeting a minimum of 90% capacity of pupil spaces in a given school, it seemed sensible by many attendees to redistribute feeder schools in an effort to shore up enrolment at Pearson or Central.

“Question 24 focused on the MYP of 90% capacity, with Option 19 being the closure of Pearson. This puts MMR and Hayden over 100% immediately, so we’re already against the plan. How does closing the other school north of the QEW make sense?”

“Is the Board amenable to re-doing the boundaries if schools get to stay open, will there be that kind of creative problem-solving, or will it be this school or that school [that gets closed]?”

The crux of the issue is to accommodate individuals and families with competing interests, amid budgetary constraints and uneven enrolment across secondary schools in Burlington.

“We all care about our children and it’s important to us that our children go to school near their home. How are you going to form a working group when there are three different groups who are diametrically opposed (i.e., from different schools). It is hard for me not to put my family’s needs above someone else’s. How is it that you’re going to give equal representation to the families that are going to be most impacted by the school change?”

5.0 Appendices

5.1 Appendix A: PARC Framework

1. Range of mandatory programs;
2. Range of optional programs;
3. Viability of Program – number of students required to offer and maintain program in an educationally sound and fiscally responsible way;
4. Physical and environmental state of existing schools;
5. Proximity to other schools (non-bus distances, natural boundaries, walking routes);
6. Accommodation of students in permanent school facilities and minimal use of portable classrooms;
7. Balance of overall enrolment in each school in the area to maximize student access to programs, resources, and extra-curricular opportunities and avoid over and underutilization of buildings;
8. Expansion and placement of new ministry or board programs;
9. Stable, long-term boundaries to avoid frequent boundary changes;
10. Cost effectiveness of transportation;
11. Fiscal responsibilities;
12. Existing and potential community uses and facility partnerships;
13. Goals and focus of the current multi-year plan.

5.2 Appendix B: Raw Keypad Data from Town Hall

Question	Response Options	#	%
Q1. Which school are you representing?	1 M.M. Robinson	2	0.8
	2 Burlington Central	150	58.6
	3 Robert Bateman	5	2
	4 Nelson Public	6	2.3
	Lester B. Pearson	43	16.8
	Dr. Frank J. Hayden	43	16.8
	Aldershot	7	2.7
Q2. How important is the availability of mandatory/core courses for your child(ren) within your home school?	Very Important	187	71.9
	Somewhat Important	58	22.3
	Not Very Important	12	4.6
	Not at all Important	3	1.2
Q3. How acceptable is it to attend a school outside of a home school for mandatory/core programming for your child(ren)?	Very Acceptable	22	8.4
	Somewhat Acceptable	42	16
	Not Very Acceptable	64	24.3
	Not at all Acceptable	135	51.3
Q4. How important is the availability of optional/elective courses within your home school for your child(ren)?	Very Important	94	35.7
	Somewhat Important	117	44.5
	Not Very Important	38	14.4
	Not at all Important	14	5.3
Q5. How acceptable is it for your child(ren) to attend a school outside of a home school for optional/elective courses?	Very Acceptable	37	14.2
	Somewhat Acceptable	92	35.2
	Not Very Acceptable	70	26.8
	Not at all Acceptable	62	23.8
Q6. How willing are you to have your child(ren) take a mandatory/core course in an alternative method, e.g summer school, night school, e-learning or attend another school?	Very Willing	55	21
	Somewhat Willing	54	20.6
	Not Very Willing	57	21.8
	Not at all Willing	96	36.6
Q7. How willing are you to have your child(ren) take an optional/elective course in an alternative method, e.g summer school, night school, e-learning or attend another school?	4 Very Willing	90	34.7
	3 Somewhat Willing	74	28.6
	2 Not Very Willing	46	17.8
	1 Not at all Willing	49	18.9
Q8. How important is it for you high school to offer a full range of pathway programming, eg. workplace, college, university?	4 Very Important	120	46.7
	3 Somewhat Important	89	34.6
	2 Not Very Important	33	12.8
	1 Not at all Important	15	5.8

Question	Response Options	#	%
Q9. How concerned are you that your child(ren) has access to appropriate learning facilities (e.g., kitchens, science labs, gyms, libraries)?	4 Very Concerned	165	63.7
	3 Somewhat Concerned	58	22.4
	2 Not Very Concerned	17	6.6
	1 Not at all Concerned	19	7.3
Q10. How concerned are you that some high schools have large amounts of specialized learning spaces that remain underutilized?	4 Very Concerned	18	7
	3 Somewhat Concerned	56	21.7
	2 Not Very Concerned	92	35.7
	1 Not at all Concerned	92	35.7
Q11. How important is it for your home school to have a full range of extracurricular activities? (e.g., drama, arts, athletics, clubs) for your child(ren).	4 Very Important	121	46.4
	3 Somewhat Important	92	35.2
	2 Not Very Important	35	13.4
	1 Not at all Important	13	5
Q12. How likely are you to support your child(ren) participating in extracurricular activities at another school?	4 Very Likely	72	27.9
	3 Somewhat Likely	69	26.7
	2 Not Very Likely	49	19
	1 Not at all Likely	68	26.4
Q13. How important is it for your child to have access to the highest level of competition in athletics?	4 Very Important	19	7.3
	3 Somewhat Important	30	11.5
	2 Not Very Important	70	26.9
	1 Not at all Important	141	54.2
Q14. How important is the physical condition of your existing school to you (e.g., environmental sustainability, energy consumption, safety)?	4 Very Important	75	31.4
	3 Somewhat Important	37	15.5
	2 Not Very Important	32	13.4
	1 Not at all Important	95	39.7
Q15. How important is it that the board ensures schools have an up-to-date, fully-accessible learning environment, eg. elevators, air conditioning?	4 Very Important	56	23.1
	3 Somewhat Important	38	15.7
	2 Not Very Important	32	13.2
	1 Not at all Important	116	47.9
Q16. How important is it you to preserve existing community partnerships at your child(ren)'s current school? (e.g., swimming pool, library, community centre).	4 Very Important	97	38.6
	3 Somewhat Important	36	14.3
	2 Not Very Important	49	19.5
	1 Not at all Important	69	27.5
Q17. How important is it you to minimize the use of portable classrooms?	4 Very Important	159	63.1
	3 Somewhat Important	27	10.7
	2 Not Very Important	27	10.7
	1 Not at all Important	39	15.5
Q18. The Board's current walk distance for secondary students is a maximum of 3.2 km. How important is it that your child(ren) are within the Board mandated walking distance to reach school?	4 Very Important	198	78.3
	3 Somewhat Important	22	8.7
	2 Not Very Important	21	8.3
	1 Not at all Important	12	4.7

Question	Response Options	#	%
Q19. Which of the following is your child's most common form of travel to school currently?	6 School Bus	37	14.5
	5 Car (drive or drop off)	22	8.6
	4 Public Transit	0	0
	3 Walk	176	68.8
	2 Bike	17	6.6
	1 Other	4	1.6
Q20. How important is it to you that the Board be fiscally responsible by reducing transportation to reach school?	4 Very Important	151	61.1
	3 Somewhat Important	44	17.8
	2 Not Very Important	22	8.9
	1 Not at all Important	30	12.1
Q21. How important is it for your child(ren) to spend their secondary school years in one school community?	4 Very Important	238	92.2
	3 Somewhat Important	14	5.4
	2 Not Very Important	6	2.3
	1 Not at all Important	0	0
Q22. The Ministry does not fund empty pupil places. To what extent do you agree that the Board should reallocate its limited budget to fund these spaces?	4 Strongly Agree	122	52.6
	3 Somewhat Agree	50	21.6
	2 Somewhat Disagree	32	13.8
	1 Strongly Disagree	28	12.1
Q23. The Board's MYP states it will maintain a minimum overall average of 90% building capacity. To what extent do you agree with this goal around future sustainability of Burlington secondary schools?	4 Strongly Agree	20	8.3
	3 Somewhat Agree	34	14.1
	2 Somewhat Disagree	53	22
	1 Strongly Disagree	134	55.6
Q24. The goal in the current MYP is to use innovative approaches to student learning spaces (e.g., classrooms, gymnasiums). To what extent do you feel the current situation of Burlington high schools is sustainable?	4 Very Sustainable	91	47.6
	3 Somewhat Sustainable	55	28.8
	2 Not very Sustainable	20	10.5
	1 Not at all Sustainable	25	13.1

APPENDIX 11

Program and Accommodation Review

Burlington Secondary Schools

Information Session
November 2016

Program and Accommodation Review (PAR)

Information Evenings

- Information process
- Providing Context
 - Where we have been
 - Where we are now
 - Projections going forward
- Overview and Timelines of the PAR Process
- PAR Committee composition
- Description of how input/feedback will be gathered/shared

PAR Process

- Problem solving process
- Explore current scenarios
- Propose alternate scenarios
- Gather input/feedback
- Questions and answers
- Continually share and provide updates/information



We want to ensure that students, in all schools, have equitable access to high quality programs suited to individual student need, interest and pathway. All students should have equity of opportunity.

CHALLENGE

Currently, in Burlington, there are:

- 1810 empty pupil spaces, and
- several schools are well under capacity.

How do we ensure equity of opportunity to programming in all schools?

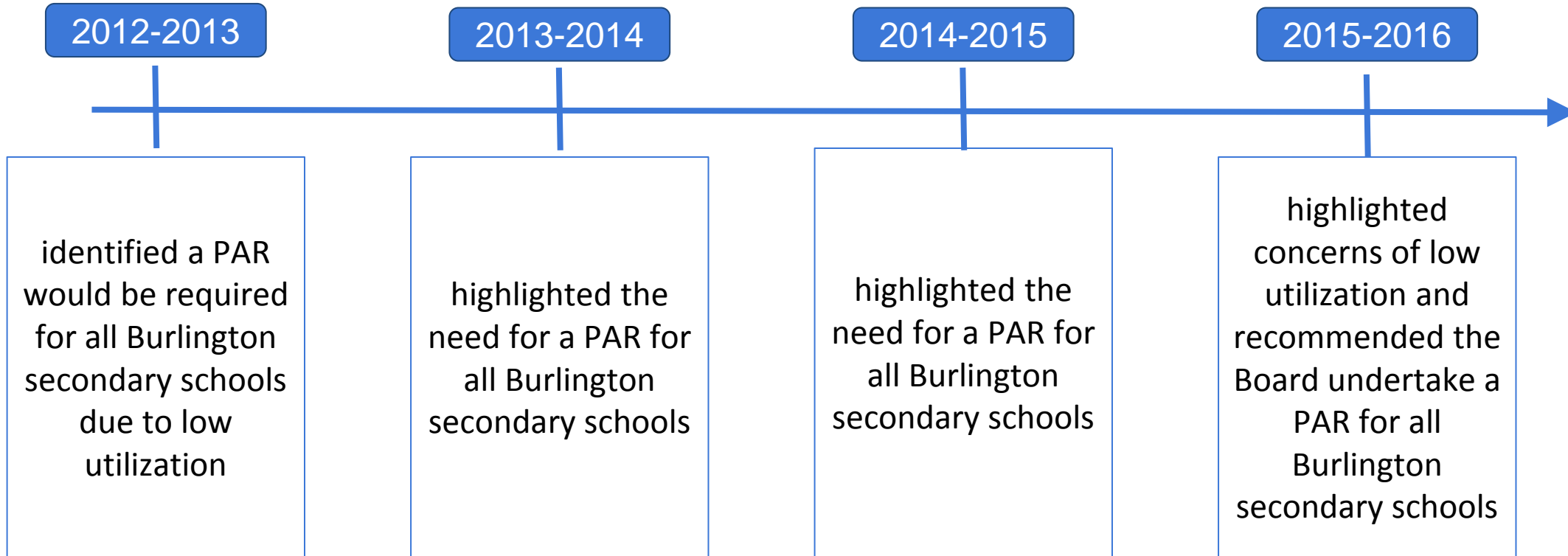
How are enrolment projections developed?

The **Long Term Accommodation Plan (LTAP)** is an annually-reviewed planning tool that:

- provides enrolment projections; and
- guides accommodation planning for a 10-year period.

Enrolment projections are based on a variety of factors including progression factors from feeder schools, new residential developments, etc.

Long Term Accommodation Plan (LTAP) Concern of Low Utilization



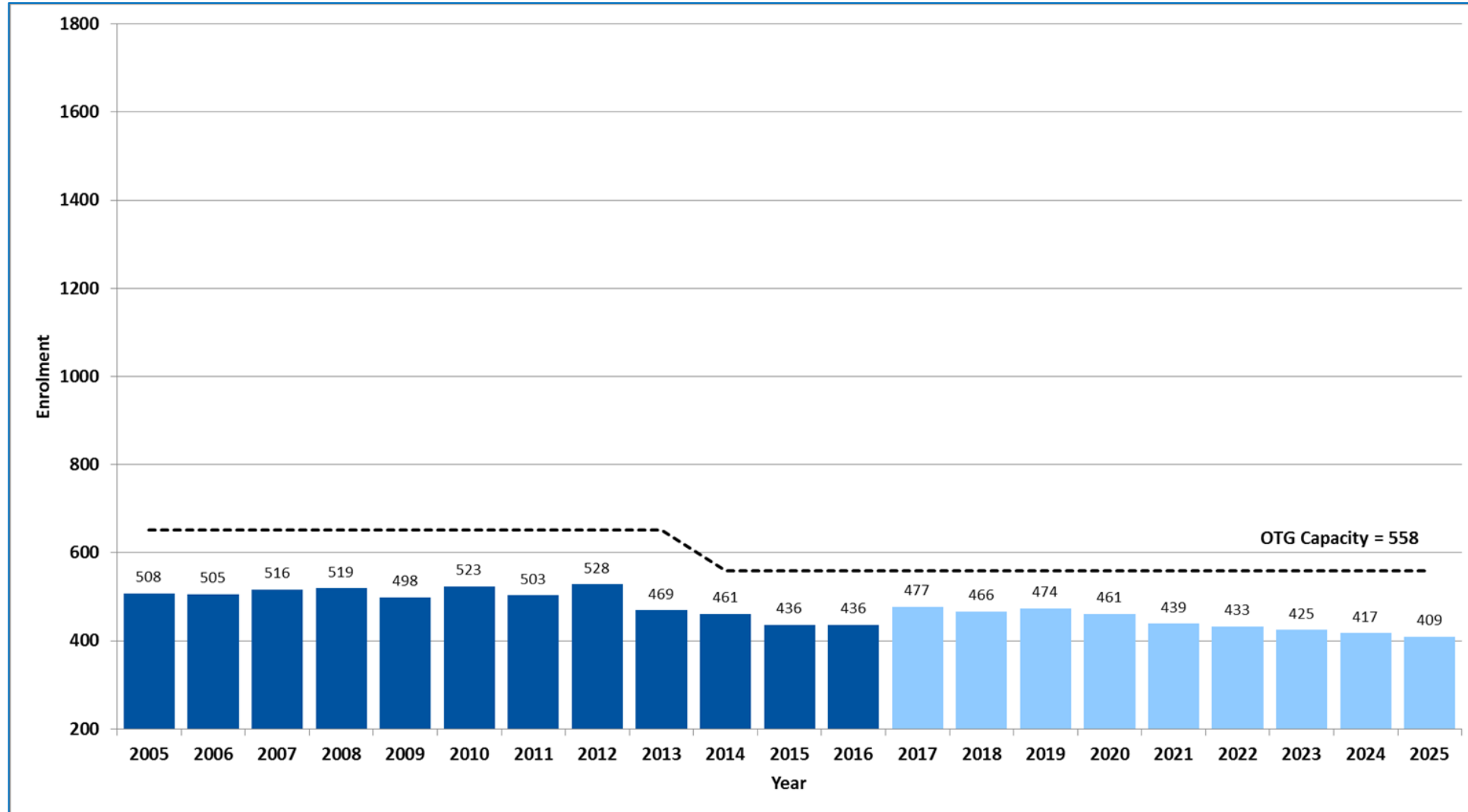
CURRENT SITUATION: Low Utilization

“The school or group of schools has experienced or will experience declining enrolment where the On the Ground (OTG) utilization rate is below 65%;”

School	2010	2016	2020 (Projected)	2025 (Projected)
Aldershot HS	94%	78%	83%	73%
Burlington Central HS	82%	69%	68%	69%
Dr. Frank J. Hayden SS	N/A	129%	151%	141%
Lester B. Pearson HS	112%	61%	55%	50%
M.M. Robinson HS	87%	53%	47%	46%
Nelson HS	107%	75%	83%	79%
Robert Bateman HS	95%	59%	55%	50%

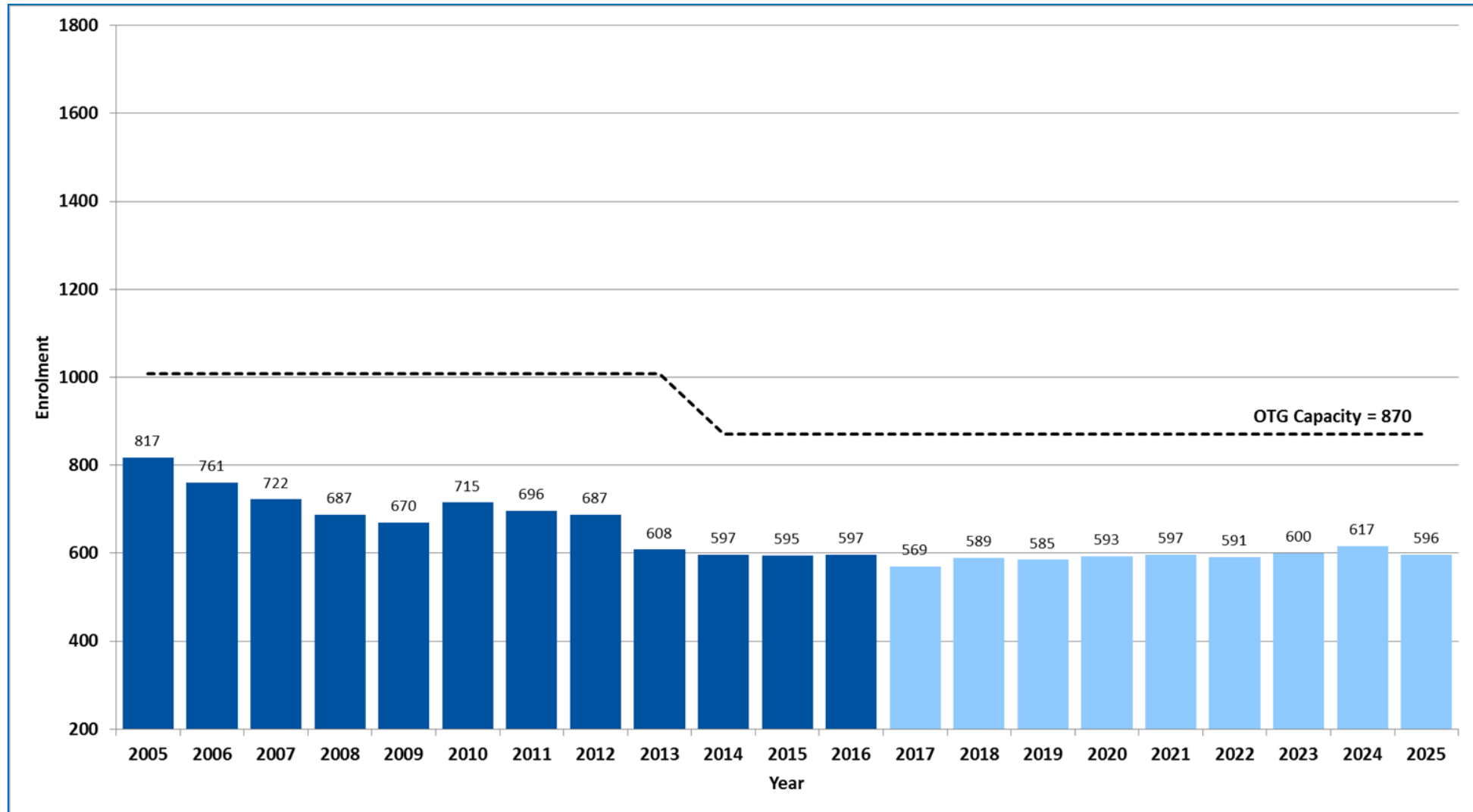
All data (2010 and 2016) based on enrolment as of Oct. 31.

Enrolment Trends: Aldershot HS

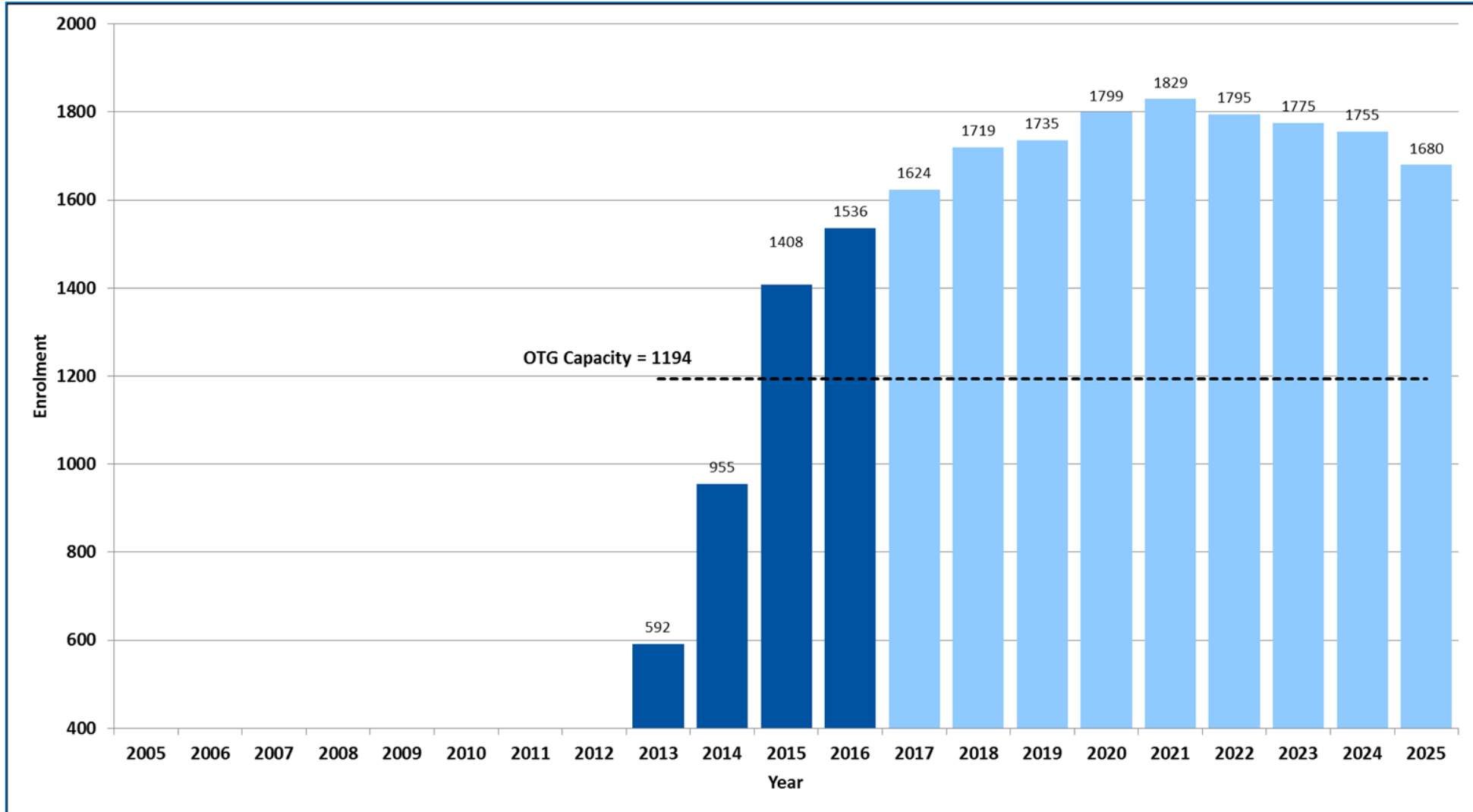


Note: Portable capacity of 230 is allocated to Aldershot Elementary, which is a distinct school but housed in the same facility as Aldershot HS.

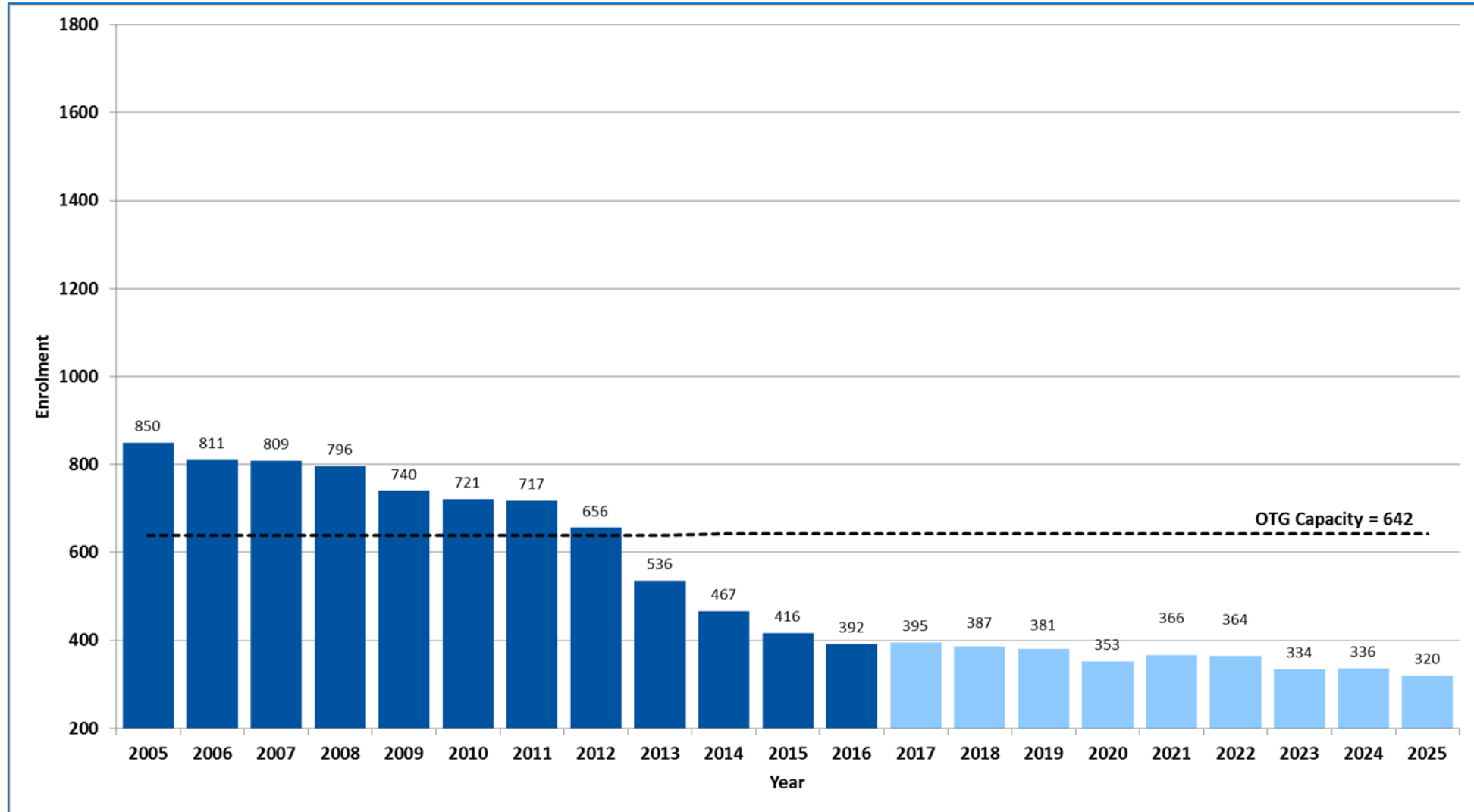
Enrolment Trends: Burlington Central HS



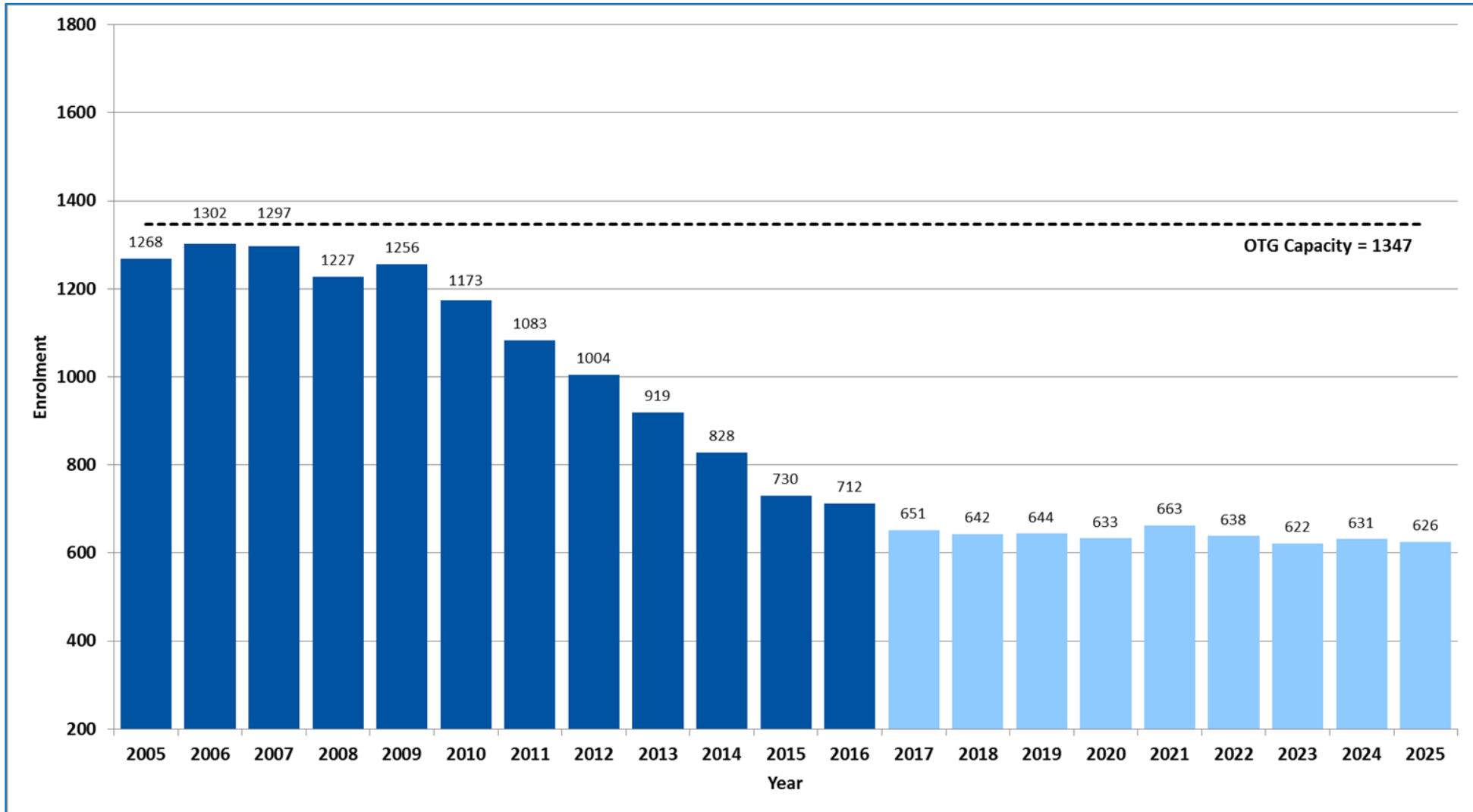
Enrolment Trends: Dr. Frank J. Hayden SS



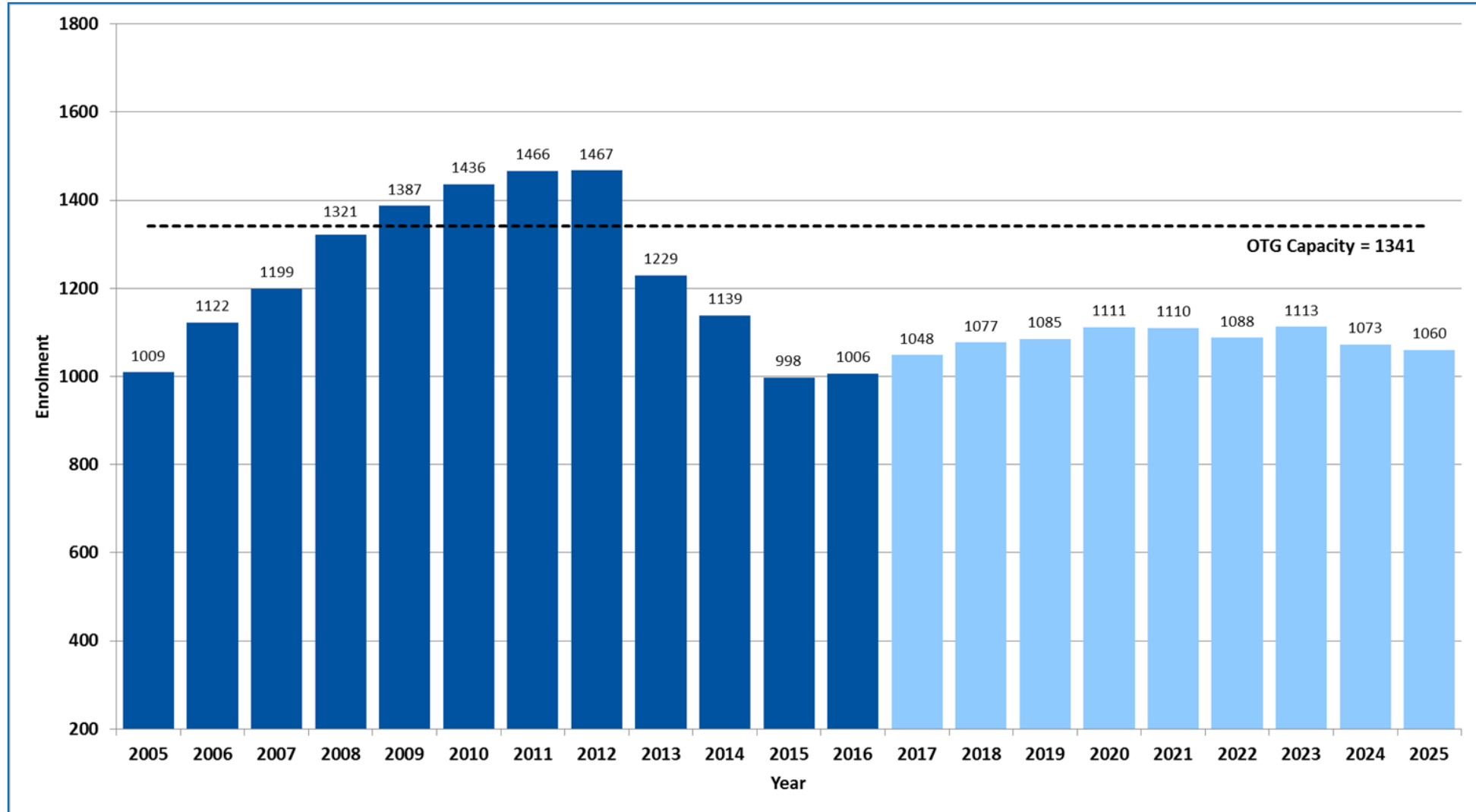
Enrolment Trends: Lester B. Pearson HS



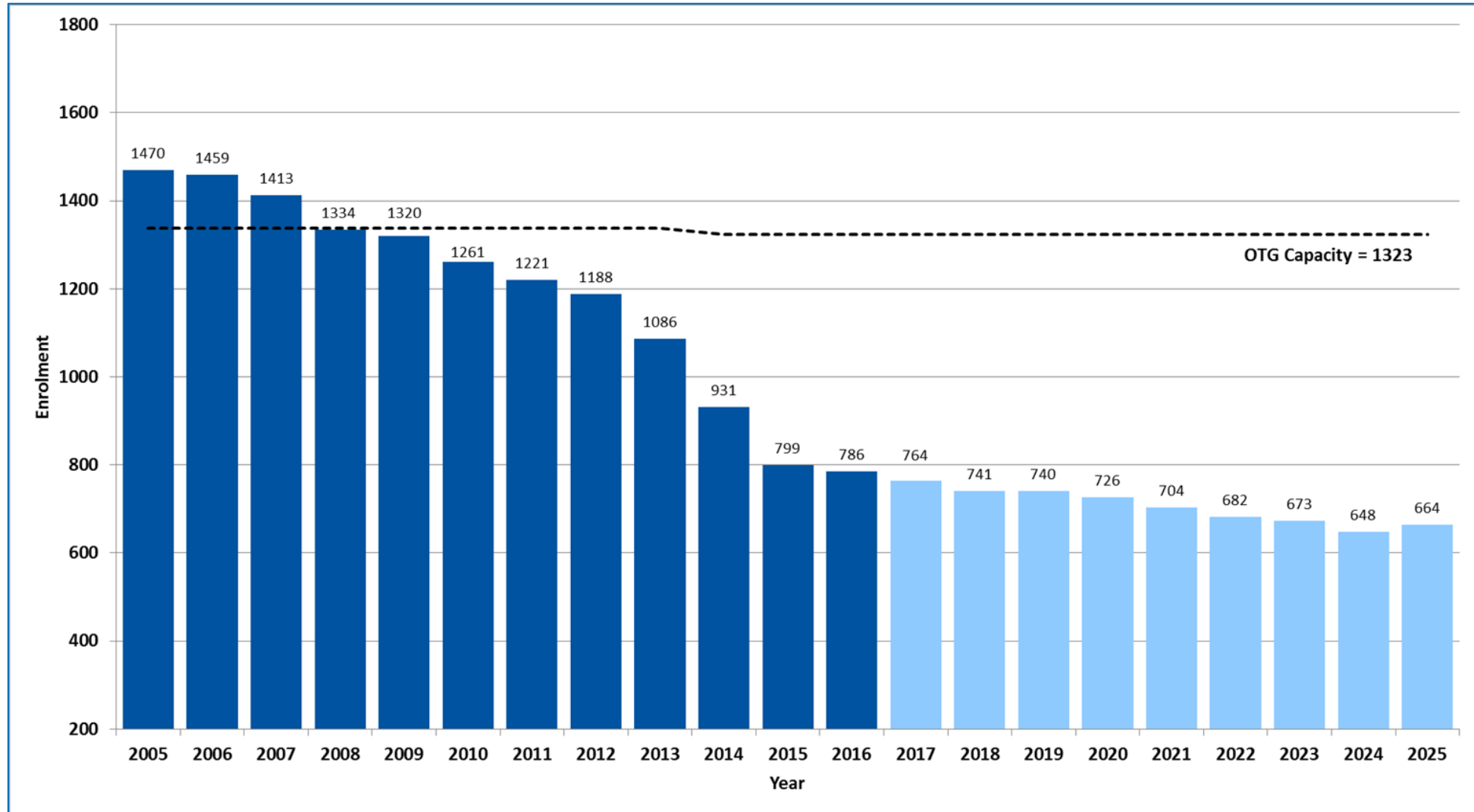
Enrolment Trends: M.M. Robinson HS



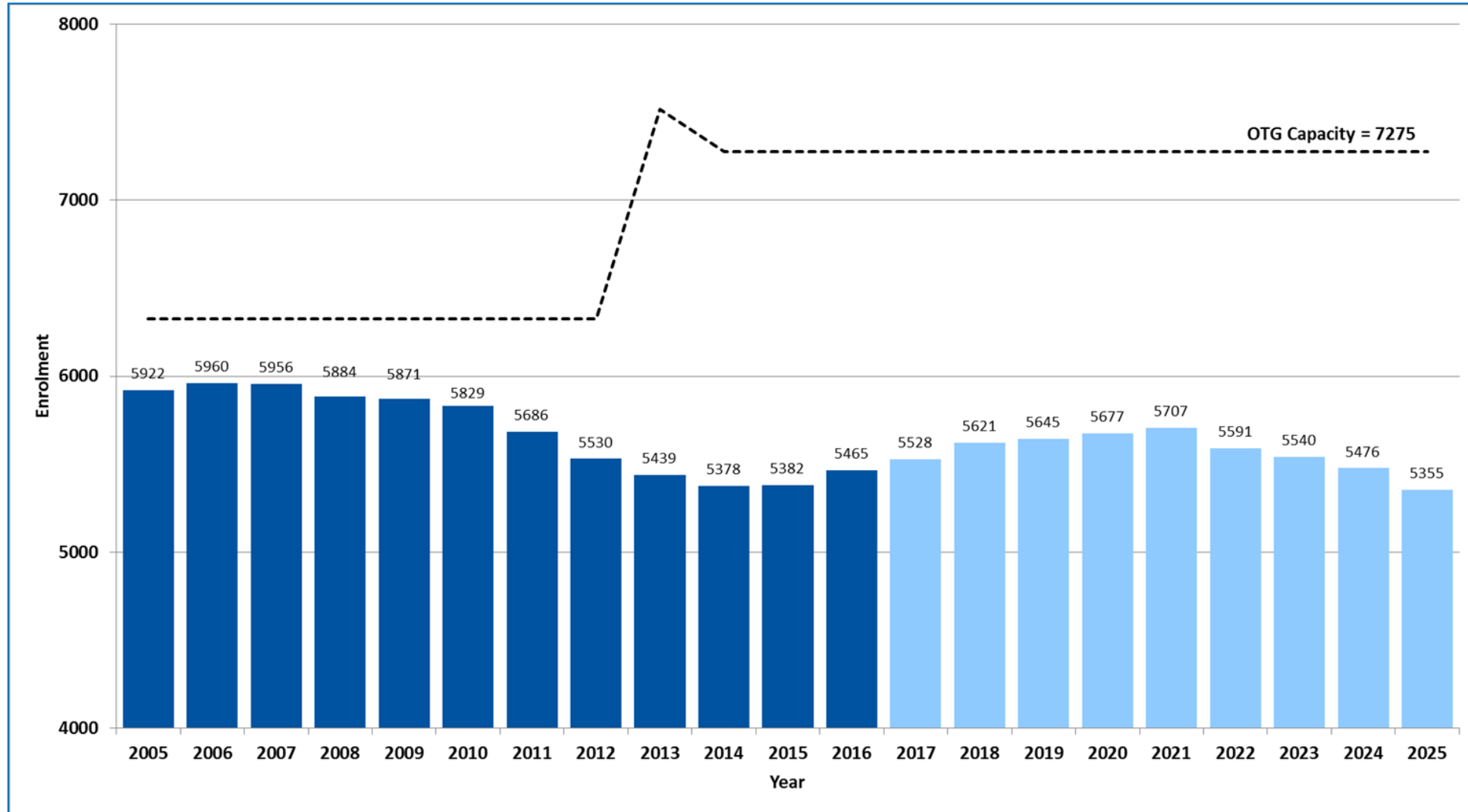
Enrolment Trends: Nelson HS



Enrolment Trends: Robert Bateman HS



Enrolment Trends: Burlington Overall



Declining Enrolment in Burlington

- **2005 empty pupil spaces = 402**
- **2016 empty pupil spaces = 1810**
- **2025 empty pupil spaces = 1920**

Burlington Secondary School Sizes

School	2010	2016	2020 (Projected)	2025 (Projected)
Aldershot HS	523	436	461	409
Burlington Central HS	715	597	593	596
Dr. Frank J. Hayden SS	N/A	1536	1799	1680
Lester B. Pearson HS	721	392	353	320
M.M. Robinson HS	1173	712	633	626
Nelson HS	1436	1006	1111	1060
Robert Bateman HS	1261	786	726	664

School Type	Enrolment
Small School	600 or less
Large School	1000 or greater

All data (2010 and 2016) based on enrolment as of October 31.

CURRENT SITUATION: Program Delivery

Program can be impacted by a number of factors, including:

- Availability of required courses
- Ability to schedule courses so students can access them
- Variety of course types, pathways
- Variety of optional area courses
- Variety of out of classroom activities (e.g., extracurriculars)
- Access to supports and services for learning

Benefits: Large Schools

- Greater variety of courses to support student interests and pathways
- Courses more likely to be taught by teachers with specialization in the subject
- Fewer timetabling conflicts
- Fewer “shared” students
- Fewer students leave prior to graduating
- Increased number of teams/activities

Benefits: Small Schools

- Higher ratio of service staff (e.g., Guidance, Special Education, Library) to students (increased cost to the Board)
- Generally, staff are able to get to know students better
- Less pressure on physical space in the building (e.g., gym, library, etc.)
- Greater chance of making a team/activity

Where do we go from here?

- **Program and Accommodation Reviews (PAR)** are undertaken by school boards to seek innovative solutions that may resolve our programming and accommodation challenges.
- Reviews can affect one school or a group of schools.
- Extensive public consultation is mandated by the Ministry of Education* in this review.

* Ministry refers to these reviews as “Pupil Accommodation Reviews”

Reasons for Program and Accommodation Review

Two of the criteria required to undertake a PAR process were met:

1. The school or group of schools has experienced or will experience declining enrolment where the On The Ground (OTG) utilization rate is below 65%;
2. Reorganization involving the school or group of schools could enhance program delivery and learning opportunities for students;

Staff Recommended Option

- Staff is required to present a recommended option according to Ministry Guidelines and Board policy when more than one option is present
- **Option 19** is presented to initiate discussion for the PAR and will be used to start the PAR process
- This option is **not** the final Board decision

Option 19

Boundary/Program Changes

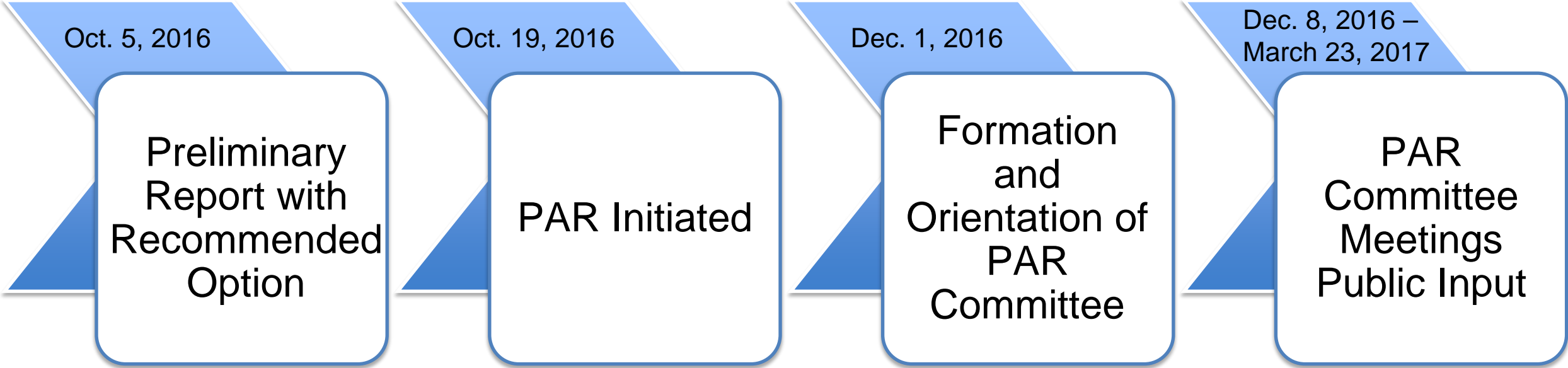
Lester B. Pearson HS closes

Burlington Central HS closes

Remove French Immersion Program from **Dr. Frank J. Hayden SS** and redirect to **M.M. Robinson HS**

Add French Immersion program to **Robert Bateman HS**, expand catchment for **Robert Bateman HS** and alter French Immersion catchment for **Nelson HS**

PAR Process/Timelines



PAR Process/Timelines Continued

March 29, 2017

Director's
Report to the
Committee of
the Whole

April 18, 2017

Public
Delegations

May 17, 2017

Report to
Board of
Trustees for
Decision

2018

Implement
Approved
Option

Program and Accommodation
Review Committee Composition

Trustee
(ad hoc member)

Chair
(Superintendent)

Municipal
Delegate
(invited by PAR
Committee)

**PAR
Committee**

Each School: One
parent/guardian
nominated by School
Council Chair

Each School: Principal
or designate from
each school
(resource only)

Each School: One
parent/guardian
selected by
Superintendent via
Expression of Interest



School Information Profiles

- School Information Profiles are available on the Board website. These will be made available and used by the PAR Committee.
- Other relevant data and information will be provided to the PAR Committee and made available on the Board website.



What information is/will be available at the Board website?

- News and Important Dates
- Director's Preliminary Report and all related board reports
- School Information Profiles
- Ways to Get Involved
- PARC and Public Meeting details and materials
- Answers to "*Frequently Asked Questions*"



Participation in the PAR Process

- An open letter has been sent to all secondary students. Students will have an opportunity for input February, 2017.
- Parents and the community will have an opportunity to provide input to the PAR Committee. Information will be posted early in January. More details will be posted on the Board website.

How can I participate in the PAR process?

- Participate in your local School Council meetings
- Complete an “Expression of Interest” form for PAR Committee
- Participate in the Board Live Online Q & A Session
- Attend public meetings held by the Board
- Make a presentation to the Board of Trustees through a Public Delegation
- Check the Board website for updates
- Send questions and/or comments to burlsspar@hdsb.ca
(email will be directed to appropriate staff member for response)





Please send questions and/or comments to:

burlsspar@hdsb.ca

Thank you!

APPENDIX 12

Burlington Secondary Schools Program and Accommodation Review

Frequently Asked Questions

All questions and responses below are also available through the Board website under Burlington Secondary School PAR Frequently Asked Questions.

Program and Accommodation Review Process

Why is there a need for a Program and Accommodation Review (PAR) in Burlington?

On October 19, 2016, the Board of Trustees approved the Director's Preliminary Report on the undertaking of a Program and Accommodation Review for Burlington Secondary Schools, which initiated the Program and Accommodation Review (PAR) process for all secondary schools in Burlington. A PAR can be initiated as schools or groups of schools meet the following conditions, as stated in the Board PAR policy:

- Staff has advised that a re-organization at secondary schools in Burlington could enhance program delivery and learning opportunities by offering a greater range in choices to secondary students.
- Utilization rates at Robert Bateman HS and M.M. Robinson HS are currently under 65% and Lester B. Pearson HS is approaching 65%. According to Board Policy, if a school or a group of schools currently experience or will experience declining enrolments where the On The Ground (OTG) capacity is under 65% a PAR can be initiated.

More information can be found on the [Reasons for Program and Accommodation Review](#) webpage.

The Ministry of Education also provides a Guide to Parents regarding Pupil Accommodation Reviews (HDSB refers to such reviews as "Program and Accommodation Reviews").

How will the affected community know about a PAR taking place?

According to the [Ministry of Education Guideline](#), parents/guardians, staff and school council members of the affected schools will need to be informed. The revised Ministry Guidelines are reflected in the updated [Board PAR policy](#). The timeline for PAR is shown in Schedule "B" of the Board PAR policy.

Stakeholders will be notified of meetings through school-based communications, email messages, social media ([Twitter](#)), [media releases](#) through the Board website, and advertisements in the Burlington Post newspaper.

Why is a recommended option to close Burlington Central HS and Lester B. Pearson HS included in the Director's Preliminary Report? Is this a final decision?

No. One recommended option is required by the [Ministry of Education Pupil Accommodation Review Guideline](#) as well as the [Board's PAR policy](#), which is to be presented to Board of Trustees as a part of the Director's Preliminary Report. This option is a starting point for

discussions and community input for the Program and Accommodation Review Committee. Ultimately, it is the Board of Trustees who will make the final decision.

How is HDSB ensuring that this PAR process reflects the Ministry Guidelines and includes sufficient community input?

On February 17, 2016, the Trustees approved a new [Program and Accommodation Review policy](#) that reflects the [new Ministry Guidelines](#) with respect to Pupil Accommodation Reviews.

Community involvement is an important part of the Board's PAR process. This PAR process is based on the Board PAR policy and provides community input through the Program and Accommodation Review Committee (PARC), which is open to members of the public for observation, as well as public meetings and delegations to the Board. The Board has hired Ipsos Reid to facilitate public meetings.

In addition, the Board has engaged the community through a supplementary communication strategy. This includes information sessions, a live Q&A sessions and providing an opportunity for students to provide their feedback. For more information, please see the Supplementary Communication Strategy under [Board Reports](#).

How do I get involved in the PAR process?

- Parents/guardians can get involved in the PAR by becoming a member of the [Program and Accommodation Review Committee \(PARC\)](#). One (1) parent/guardian per school is nominated by the School Council Chair. A second parent/guardian is selected, per school, to become a member of the PARC through an application and selection process. When the expression of interest forms are available, they will be posted on the Board's website.
- Learn more about the reason for this PAR by attending the Board's supplementary information sessions scheduled at each secondary school.
- Participate in the live online Question and Answer session on November 21, 2016.
- There will be two (2) public meetings held by the Board, which can be attended by any member of the public to learn about the process and share feedback.
- Once the final report is published on the Board website, members of the public can delegate the Board during the scheduled Public Delegation Night.
- Feedback and/or comments can be directed to members of the PARC as well as being sent to the Board's PAR email address burlsspar@hdsb.ca.

Please see [Process Timelines](#) on the Board website for dates. Additional information is also provided in the [Community Involvement](#) webpage.

How will we know which schools will be closing and when?

The [Process Timelines](#) webpage provides a timeline of the PAR process, which meets the timeline stated in the Board policy. The Director's Final Report, along with the recommendation(s), will be available on the website prior to the report proceeding to the Board of Trustees for approval. The tentative timeline for the Director's Report to go to the Board of Trustees for decision is mid-May.

If the Board of Trustees approves any school closures at that time, the decisions will take effect at the end of June 2018. Please note: the timeline for final closures is tentative and will be finalized in the Director's Final Report.

Has the Board examined other options before proceeding with this PAR?

There are two challenges the Board faces that needed to be addressed:

- The need to ensure that students in all schools have the same opportunity to participate in and benefit from a broad range of programs and services;
- Utilization rates that are currently under 65% or approaching 65% at Lester B. Pearson HS, M.M. Robinson HS and Robert Bateman HS.

To address these challenges, the Board typically looks at the following options:

- Changing school boundaries and program offerings to balance enrolment and programming across schools in an area;
- Finding community partners who would be willing to share space in open and operating facilities with underutilized space through joint use or lease agreements; and/or
- Decommissioning or demolishing a portion of a facility that is not required for student use to reduce facility operating costs.

Boundary changes would not necessarily result in substantially increasing enrolments overall, as there would still be deficit in pupil places even with the redirection of students. Currently, only one of the seven secondary schools in Burlington is over capacity, i.e. Dr. Frank J. Hayden SS. Redirecting students would not address excess pupil places south of the QEW/Highway 403 or challenges to program delivery.

On June 22, 2016, the Board presented its community partners with details regarding schools throughout the Board with excess capacity that would be suitable for community partnerships. All Board facilities that share or house facilities with a secondary school in Burlington are available for community partnerships, with the exception of Dr. Frank J. Hayden SS. At the time of the PAR, no definitive expressions of interest have been submitted for facilities affected by this PAR. For

more information, please see [Community Planning and Partnerships](#) on the Board website.

Decommission or demolishing a portion of a school facility will not address the programming challenges faced by Burlington secondary students.

Could the challenge of low utilization at secondary schools in Burlington be solved through boundary reviews?

As of October 31, 2016, M.M. Robinson HS, Lester B. Pearson HS and Robert Bateman HS have utilization at or below 65%. Changing boundaries will only redistribute students to other schools. It also does not address the issue of low utilization south of the QEW, where there are currently 1267 empty pupil places.

The purpose of this PAR is to address challenges with low utilization and enhance programming opportunities, both of which cannot fully be addressed through a boundary change alone.

Why does the Director's Preliminary Report not make reference to any consideration of the Official Plan Review for the City of Burlington?

The enrolment projections are based on the Board's [current projection methodology](#) as outlined in our [Long Term Accommodation Plan](#), and includes residential developments that have been circulated by the City of Burlington to the Board's Planning Department.

Following the approval of the City of Burlington's Strategic Plan in April 2016, the municipality is currently in the process of preparing a new Official Plan. The new Official Plan is not expected to go to council as a draft until March of 2017. Final approval of the Official Plan will take several months. In our opinion and experience, potential objections from the public and referrals to the Ontario Municipal Board will result in further delay of its approval. As a result, the timing and type of development in terms of intensification is unknown and thus difficult for the Board to include as part of its long term enrolment projections.

Should the Board wait until the results of the Halton Catholic District School Board (HCDSB) PAR to proceed with this PAR?

The PAR proposed by the Halton Catholic District School Board (HCDSB) is still in the very early stages and at this time, a report to undertake a PAR has not been presented to their Board of Trustees. HCDSB has identified the need for a PAR involving all Burlington secondary schools since the 2012-2013 Long Term Accommodation Plan.

Why has the Board not included the grade 7 and 8 students in the Preliminary Director's Report and the PAR process?

The Director's Preliminary Report makes it clear that the elementary panel of Burlington Central may be the subject of a separate PAR if the Board decides to close the secondary school panel.

Two of the secondary school sites involved in this PAR, Aldershot and Burlington Central also house elementary programs that occupy a different part of the building, and are funded separately and reported separately to the Ministry. The elementary and secondary programs accommodated at the each site are effectively distinct schools operating under one roof.

The PAR will be charged with evaluating the accommodation options for all of the secondary schools located in the City of Burlington. If the Board was to include in this PAR the elementary program accommodated at Burlington Central, it would also be necessary to include in the PAR all the elementary schools in Burlington which feed into the secondary schools. Such an undertaking would be complex to the point of being unworkable and unmanageable.

Why is Gary Allan High School not included in the Program and Accommodation Review for Burlington Secondary Schools?

Gary Allan H.S. is an adult, alternative and community education school located on New Street. The school houses programs that are not included in a typical high school setting or do not require normal secondary school classroom instruction. Due to the uniqueness of the school, the Board has not included it as part of the Long Term Accommodation Plan, given that the transitional and mobility nature of the students it is difficult to undertake enrolment projections.

Would the School Information Profiles (SIPs) be updated with data for the 2016-2017 school year?

The Board is currently working to update the data in the SIPs with data based on October 31, 2016, where available.

Certain items contained with the SIPs cannot be updated with 2016-2017 school year data as the Board will not have a one full school year's data until Fall of 2017. Examples are school utility costs, community uses and revenue, which are based on the most recent data available for one full school year, i.e. September 1, 2015-August 31, 2016.

How do I request clarification of items in the School Information Profiles?

Please email questions or comments regarding the School Information Profiles to burlsspar@hdsb.ca.

Program and Accommodation Review Committee (PARC)

What is the purpose of a Program and Accommodation Review Committee (PARC)?

Public consultation is a vital part of the PAR process. The [Program and Accommodation Review Committee \(PARC\)](#) is established to assume an advisory role with respect to the PAR, and act as the official conduit of information between the Board of Trustees and the local school communities.

The PARC will provide feedback to the Board of Trustees and the community on the options considered in the [Director's Preliminary Report](#). The PARC can provide alternate accommodation options than those presented in the Director's Preliminary Report, with supporting rationale.

Will video recordings of the PARC meetings be posted online?

The PARC meetings will not be video recorded, however, any members of the public can attend the PARC working meetings for observation. In addition, notes from the meeting will be posted on the Board website following the meetings.

Will geography be considered when options are reviewed by the PARC? (New: Feb. 2, 2017)

When PARC members review options, proximity to other schools (non-bus distances, natural boundaries, walking routes) will be considered, as it forms part of the PARC Framework.

Other factors include:

- Range of mandatory programs;
- Range of optional programs;
- Viability of Program – number of students required to offer and maintain program in an educationally sound and fiscally responsible way;
- Physical and environmental state of existing schools;
- Accommodation of students in permanent school facilities and minimal use of portable classrooms;
- Balance of overall enrolment in each school in the area to maximize student access to programs, resources, and extra-curricular opportunities and avoid over and underutilization of buildings;
- Expansion and placement of new ministry or board programs;
- Stable, long-term boundaries to avoid frequent boundary changes;
- Cost effectiveness of transportation;
- Fiscal responsibilities;
- Existing and potential community uses and facility partnerships;

- Goals and focus of the current multi-year plan.

PARC members will review options through the lens of the PARC framework to ensure all criteria is considered.

If I'm not a member of the PARC, how do I share my feedback?

If you are not a member of the PARC, input can be shared directly with your local school's parent/guardian representatives by email. For email addresses of PARC representatives, see the [Program and Accommodation Review Committee \(PARC\)](#) webpage. In addition, parents/guardians can share feedback at the two [public meetings](#).

Questions and/or comments can also be submitted to the Board's PARC email address burlsspar@hdsb.ca.

Additional methods of sharing input are provided in the [Community Involvement](#) webpage.

Options

Where do I find full details of each option?

Please see the [Director's Preliminary Report](#) for details regarding options 1-18.

Revised Option 19 and all new options are available under [Program and Accommodation Review Committee \(PARC\)](#) meeting materials.

Why was Option 19 chosen as the Staff Recommended Option?

Option 19 was selected because it was the best option Board staff arrived at to address those challenges currently facing the Board.

A school with utilization of 65% is not automatically considered for closure. It was determined that there is a need to include all the secondary schools in the Burlington PAR in order to address the low and declining enrolments and develop solutions. Staff reviewed various factors, including but not limited to program offerings, specialty rooms, facility condition, proximity to other schools and transportation.

Option 19 is staff recommended in order to address:

- Low enrolments at Lester B. Pearson HS and low-utilization at M.M. Robinson HS by closing Lester B. Pearson HS;
- Low enrolments at Aldershot HS, under-utilization at Burlington Central HS by closing Burlington Central HS and redistributing students to Nelson HS and Aldershot HS;
- High enrolments at Dr. Frank J. Hayden SS by redistribution of students to Robert Bateman HS and the removal of the FI program and redirecting FI students to M.M. Robinson HS;
- Low enrolments and low-utilization at Robert Bateman HS by adding a FI program and by redistribution of students from Nelson HS and Dr. Frank J. Hayden SS.

Please refer to the [Director's Preliminary Report](#) on the Board website for more information.

How are you addressing long term enrolment growth at Dr. Frank J. Hayden SS?

As a part of Option 19, all French Immersion students at Dr. Frank J. Hayden SS will be redirected to M.M. Robinson HS and Robert Bateman HS. For more information regarding the proposed boundaries under the Staff Recommended Option, please see [Option 19](#) on the Board website.

Option 19 will continue to be reviewed by the PARC.

In Option 19, why are all French Immersion students relocated from Dr. Frank J. Hayden SS?

Option 19 is a staff recommendation and not the final decision of the Board.

The redirection of the FI program from Dr. Frank Hayden SS to MM Robinson SS, was based on the fact that the latter does have an existing FI program and moreover it was a way to provide accommodation relief to Dr. Frank Hayden SS.

As well, in order to provide accommodation relief to Dr. Frank J. Hayden SS, the staff recommended option includes the redirection of English and French Immersion students that reside south of Upper Middle Road and East of Appleby Line to Robert Bateman HS. At this time, it is staff's position that this would be preferable over undertaking of major boundary changes that would result in the redirection of English and FI students to MM Robinson SS.

Under Option 19, utilization at Aldershot HS will be approximately 150% from 2018. How will students be accommodated? (Rev: Feb 14, 2017)

The Aldershot facility can accommodate portables if enrolment surpasses OTG capacity.

Board projections in the [2015-2016 Long Term Accommodation Plan](#) indicate that Aldershot Elementary will have a utilization rate between 46% - 52% over the next 5 years. Due to the very low utilization rate at Aldershot Elementary, the Board is confident that portables will not be required at the elementary school in the near future and that those could be utilized by the secondary school. As such, portable capacity previously assigned to the elementary school was re-assigned to the secondary school. For detailed projections for Aldershot Elementary and capacity information, please see the [2015-2016 Long Term Accommodation Plan](#) on the Board website.

In addition, the Aldershot site is a large site. This provides space for additions to the existing school building if additional permanent pupil places are required.

In Option 19, why is the Board proposing to leave such a large portion of the city with no school but keep Nelson HS and Robert Bateman HS open? (New: Feb. 2, 2017)

Option 19 is staff recommended in order to address:

- Low enrolments at Lester B. Pearson HS and low-utilization at M.M. Robinson HS by closing Lester B. Pearson HS;
- Low enrolments at Aldershot HS, under-utilization at Burlington Central HS by closing Burlington Central HS and redistributing students to Nelson HS and Aldershot HS;

- High enrolments at Dr. Frank J. Hayden SS by redistribution of students to Robert Bateman HS and the removal of the FI program and redirecting FI students to M.M. Robinson HS;
- Low enrolments and low-utilization at Robert Bateman HS by adding a FI program and by redistribution of students from Nelson HS and Dr. Frank J. Hayden SS.

As a part of the PARC process, additional options may be brought forward for review.

In Option 19 (and 19b), why does a portion of Headon Forest attend Dr. Frank J. Hayden SS? (New: Mar. 10, 2017)

One of the purposes of the original Option 19 was to keep Dr. Frank J. Hayden SS English boundary intact and redirect FI students to M.M. Robinson HS. It was modified to create Option 19b based on comments from the Program and Accommodation Review Committee (PARC).

Under Option 19b, grade 8 English students from C.H. Norton PS will feed into M.M. Robinson HS as a unified cohort (currently, it's split between Lester B. Pearson HS and M.M. Robinson HS). The North Headon Forest area currently attends Florence Meares PS for English and feeds into Dr. Frank J. Hayden SS, which will continue under Option 19b.

In Option 4, why aren't boundary changes considered for schools north of the QEW/Highway 403?

It was the intent of Options 1-8 to show the impact of closing one high school and demonstrate the different issues between north and south of the QEW. Options 1-4 focuses on schools south of the QEW with possible / minor changes or no changes to schools north of the QEW. Options 5-8 focuses on schools north of the QEW with possible / minor changes to school south of the QEW. Options 9-12 focuses on Burlington HS as a whole.

The rationale for Option 4 is to identify the impacts of only Robert Bateman HS closing with minimal boundary changes to the remaining schools.

If the PARC requests an additional option, then it can be considered by the Board.

In Option 4, why wasn't the IB program moved to Lester B. Pearson HS?

If the IB program is transferrable, then it can be moved to any school. In Option 4, the IB program was transferred to Nelson HS due to its proximity to Robert Bateman HS.

As an option, can some students from Dr. Frank J. Hayden SS be redirected to Lester B. Pearson HS? Could students from Dr. Frank J. Hayden SS be held at Lester B. Pearson HS?

Students from Dr. Frank J. Hayden could be directed to Lester B. Pearson HS, however this would not address underutilization at M.M. Robinson HS, or underutilization south of the QEW/Highway 403.

The PARC will be reviewing a variety of potential solutions to the underutilization issue in Burlington.

If English program students from the Kilbride PS catchment return to Lester B. Pearson HS, would that balance enrolment north of the QEW? (New: Feb. 2, 2017)

As of Oct 31, 2016, there are 111 English program students that reside in the Kilbride PS catchment that attend Dr. Frank J. Hayden SS. If the 111 students were added to Lester B. Pearson HS, Lester B. Pearson HS enrolments would increase to 503 students and have 138 available pupil places. However, redirecting English students from Kilbride PS catchment to Lester B. Pearson HS would not alone solve the balance of enrolment issues at schools north of the QEW as Dr. Frank J. Hayden SS will remain overutilized, while both M.M. Robinson HS and Lester B. Pearson HS will remain underutilized. The total number of empty pupil places north of the QEW/Highway 403, would remain at 542 pupil places.

Why was there no option where both Nelson HS and Lester B. Pearson HS closes?

If the PARC requests an option, then it can be considered by the Board.

Can other options and feedback be brought forth?

Yes. Members of the public can provide information to your school's [parent/guardian representatives on the PARC](#), as well as to the Board's PAR email address at burlsspar@hdsb.ca.

Education Funding and Cost Savings

How is education funded in Ontario?

A bulk of the operating funds for school boards are provided by the Ministry of Education through the Grants for Student Needs (GSN). This includes, but is not limited to, funding for classroom resources, student achievement, special education programs and services, facility operation and staffing. For more information, please see the Ministry of Education's [2016-17 Education Funding: A Guide to the Grants for Student Needs](#).

The Board's [budget and financial information](#) are also publicly available through our website.

What is the estimated cost saving from implementing Option 19? (New: Feb. 21, 2017)

Please see [Estimated Operating Savings Analysis under Option 19](#) on the Board website (under Program and Accommodation Review Meeting Materials) for more information.

Consultation and Community Involvement

Will opportunity to delegate be open to any member of the public or only open to those schools that have been newly advised of their closure?

Any member of the public can to delegate to the Board. For more information, see [Delegate the Board](#) webpage.

Why is the public delegation night in April, after the Director's Final Report?

Prior to the Director's Final Report, [opportunities for the public to provide feedback](#) may occur through the [PARC](#) and [public meetings](#). Feedback received during these sessions, as well as information received through municipalities and other community partners will form part of the Director's Final Report. Key considerations in formulating the final recommendation will also be identified in this report.

The purpose of the public delegation night is to provide members of the public an opportunity to provide feedback on the Director's Final Report, before the final decision by Trustees.

Why aren't parents of elementary students consulted?

All members of the public, including parents of elementary students, are provided the opportunity to participate in the PAR process and share their input. Please see the [Community Involvement](#) webpage for ways to get involved.

When will the student survey be released?

The survey was released to students on November 28, 2016 and included questions regarding program, extracurricular and learning environment. Students will also be able to provide input via open text responses.

Will the results of the student survey be released to the public?

The results of the student survey, including the questions and the response rates for each school has been shared with the PARC. Given that this is part of the community consultation, the results are posted under meeting materials on the [PARC webpage](#).

Why does the PARC not hear the opinions of teachers and principals?

All staff in Burlington high schools will have the opportunity to provide input via a staff survey. Staff are also able to share input through the opportunities provided on the [Community Involvement](#) webpage.

School Programming

Will the Board provide a list of courses taught at each school?

Yes. A list of all courses taught at each school is available through the [School Information Profiles \(SIPs\)](#), which is available through the Board website.

Are small schools better able to support students in need of extra help?

Generally, staff at small schools tend to know each student better and may be able to proactively intervene to support a student who is in need of assistance due to the higher ratio of service staff to students. The Board provides this to maintain the core functions of the school.

This does not mean that large schools are not able to proactively respond to student learning needs. Larger schools have a lower percentage of early leavers, who are students that leave a school prior to graduation, when compared to smaller schools. Larger schools do provide the same services as smaller schools. Larger schools offer more programming choices to all students. For information, please see the [Reasons for Program and Accommodation Review](#) webpage.

The Halton District School Board strives towards its vision that every student will explore and enhance their potential, passions, and strengths to thrive as a contributing global citizens.

Similar to 'small schools', can 'large schools' also face the challenge where some courses may end up with too few students enrolled to actually offer the program?

This does occur in all schools. Student choice determines what courses run, so in any particular year, certain courses may not run if students don't choose them. Following the course selection process by students at each school, some courses may not have sufficient student numbers to be taught. This occurs in small and large schools.

However, larger schools will have sufficient student numbers for the Board to provide more courses than smaller schools. In addition, larger schools enable the school to provide more than one class of a course. By having more classes available in a course, it is more likely that schedules can be built to accommodate students, which is not always the case in schools offering single classes of courses. Students in larger schools therefore have more opportunity to take the courses they would like without having to attend another school, take the course online, or take that course the following school year or via summer/night school. Larger schools provide more options for students who would like to take those optional courses.

Is more funding available for programming at larger schools than smaller schools?

Funding is provided to the school board on a per pupil basis. The allocation of this funding to schools is a Board decision and is generally proportional to the number of students in a school. Hence, larger schools with a greater number of students, typically receive more funding. There are however several areas in smaller schools that the Board provides additional funding/support to ensure that the same essential services are available as those in larger schools.

Why aren't more courses and programs provided at small schools?

To offer a course or program, there must be a sufficient number of students interested. In smaller schools, the same variety of courses and programs may not be run as they do not have the critical mass of students to run as many courses. Small schools will often provide alternate methods for students to take courses, where feasible. This might include e-learning or offering a specific course in alternate years (e.g., Grade 12 Workplace mathematics). Guidance departments work with students to plan course selection over the course of their high school career.

Why can't the Board offer the same quality of education across all schools in Burlington, regardless of size?

The Board provides high quality programming in all of its school including a range of mandatory courses across all secondary schools in Halton. However, the Board cannot provide a full range of optional courses at all schools due to the lack of interest for certain optional courses at some schools. Generally, larger schools are able to offer a wider range of optional programs due to sufficient enrolments per optional course.

Why does LBP only have 1.5 feeder schools currently? (New: Feb. 2, 2017)

Prior to the opening of Dr. Frank J. Hayden SS, Kilbride PS (Eng), Sir E. MacMillan (Eng, ExtF) and CH Norton (Eng) fed into Lester B. Pearson HS. Following the school boundary review process, which involved public consultation, the approved boundaries resulted in the redirection of Kilbride (Eng) students to the new secondary school. At the time of the boundary review, projections for 2016 indicated that the enrolments would decrease from 625 (98% OTG utilization) to 562 (88% utilization) following the redirection of Kilbride students. However, actual enrolments for 2016 is 392 (61% utilization) as a result:

- The percentage of students electing to attend another high school for grade 9 has increased, resulting in lower enrolments into grade 9;
- A decline in Late French Immersion enrolment;
- A low percentage of students attending Lester B. Pearson for a 5th year.

Why does the North Headon Forest area currently attend Florence Meares PS (K- Gr. 8) instead of C.H. Norton PS (K- Gr. 8) for English programming? (New: Mar. 10, 2017)

At this time, C.H. Norton PS cannot accommodate all of the elementary students from Headon Forest without approaching Total Capacity of the site. The C.H. Norton site can accommodate a maximum of 8 portables. Having the North Headon Forest area attend Florence Meares PS for English programming ensures portables would not be required at both C.H. Norton PS and Florence Meares PS.

How will the Board ensure that success continues for Lester B. Pearson HS students if they attend M.M. Robinson HS?

The Board's vision is that "Every student will explore and enhance their potential, passions, and strengths to thrive as contributing global citizens." Our [Multi-Year Plan 2016-2020](#) (on Board website) outlines

our collective commitment to the success of all students in all of our schools. When students change schools, appropriate transition planning occurs to support a successful transition to the new setting.

What is the number of students in the Orchard, Alexander's community that opt to attend Corpus Christi CSS? (New: Feb. 2, 2017)

The Board does not collect data regarding students that opt to attend a non-HDSB secondary school from a grade 8 HDSB school. Please note that the students indicated below may have elected to attend any HCDSB secondary school or any other school outside of HDSB.

John William Boich PS: For the 2016-2017 school year, 17% of the grade 8 graduating English class (10 students) from John William Boich PS attended a school outside of HDSB. All students in the grade 8 graduating class attended a HDSB secondary school.

Orchard Park PS: For the 2016-2017 school year, 12% of the grade 8 graduating English class (3 students) from Orchard Park PS attended a school outside of HDSB. All students in the grade 8 graduating class attended a HDSB secondary school.

Alexander's PS: For the 2016-2017 school year, 37% of the grade 8 graduating English class (22 students) from Alexander's PS attended a school outside of HDSB. 3% of the grade 8 graduating FI class (1 students) from the school attended a school outside of HDSB.

Does the number of students returning for a 5th year at Dr. Frank J. Hayden SS contribute to overcapacity at the school? (New: Mar. 3, 2017)

The number of students that return for a fifth year cannot be considered a major factor that contributes to over capacity at Dr. Frank J. Hayden SS.

Generally, how many students return to school for a 5th year? (New: Mar. 3, 2017)

Students may chose to return for a fifth year for various reasons, such as, to meet credit requirements for graduation, to take courses previously unavailable or unable to fit in a student's timetable, a change of chosen pathway requiring additional/other courses, etc. From 2013-2016, an estimated 15-27% of the Grade 12 students returned for a 5th year for various reasons. Please note that students can attend the same school or a different school for a 5th year.

To save costs, could the Board charge a tuition fee for students returning for a 5th year?

As a public school board, the board can not charge a tuition for our core educational program.

What would happen to special programming and activities at schools if they are closed?

After a school closure is announced, the next phase would be to develop a detailed transition plan (School Integration Plan). Any school closures would require the Board to examine the redirection of programs, resources and other activities to other schools. Typically these schools would be the schools receiving additional students from the closed school.

How will the Board meet the needs of students with exceptionalities in the event of a major transition?

Whenever students with special education needs change schools there is significant transition planning involved by staff who know these students best. The needs of students with exceptionalities will be discussed by the Board as part of the School Integration Process following the PAR and transition planning will occur between the schools involved as part of this process.

Are the social and psychological consequences of splitting students from their peers being considered?

Currently, numerous schools in Halton have split cohorts from grades 5 or 6 to higher grades, and grade 8 to grade 9. Examples from Burlington include grade 8 students from Tecumseh PS attending Burlington Central HS and Nelson HS and students at Frontenac PS to Nelson HS and Robert Bateman HS. Where students change schools, planning occurs to support a successful transition.

Would you consider creating regional programs to increase enrolments?

It is not felt that regional programs (or magnet programs or speciality programs) would attract enough students from outside the Board to have a significant impact on the number of empty pupil spaces in Burlington.

Can students choose which school to attend in grade 9?

The Board establishes secondary school boundaries for English and French Immersion students. If a student wishes to attend a different school, students must apply through the [Optional Attendance process](#). Other regional programs, such as International Baccalaureate (IB), Essential program or special education placements are accessed through program specific processes.

How many students are accepted into Dr. Frank J. Hayden SS through Optional Attendance? (New: Mar. 22, 2017)

When Dr. Frank J. Hayden SS opened in 2013, some students were accepted through the Optional Attendance process. At the time, the school did not offer all four secondary grades and had sufficient space to accommodate the additional students.

The school is now closed for Optional Attendance due to enrolment pressures. However, during the 2016-2017 school year, Dr. Frank J. Hayden SS did accept 2 out of catchment students from Kilbride PS in order to keep the small rural cohort together. Similarly, for the 2017-2018 school year, 2 students from Kilbride PS have been accepted on optional attendance, again to keep the small class cohort together.

Why are students permitted to attend a school through Optional Attendance?

The Halton District School Board encourages students to attend the school designated for families in their area.

The Board, however, provides to students who are residents in the Halton region the opportunity to apply for enrolment in a Halton school outside their regular school attendance area where there are sufficient pupil places to accommodate them. The key factor in the consideration of these applications is to ensure that there is no significant negative

impact on the enrolments or internal resources of either the home or the requested school or their capacity to provide viable programs (e.g. French Immersion). For more information, see [Secondary Optional Attendance Administrative Procedure](#) on the Board website.

Would students be able to attend a school outside of the school catchment?

Students interested in attending a school out of catchment must follow the regular [Optional Attendance procedure](#), which is available on the Board website.

Staffing

What would happen to teachers and other staff when schools are closed? (New: Feb. 2, 2017)

If Trustees approve the closure of any schools, the Board would have discussions with the different unions impacted and determine the process that will be implemented to ensure alignment with collective agreements and to recognize the emotional impact on those employees impacted. It should be noted that different processes may exist for each employee group.

Furthermore, HDSB is a growing school board due to residential growth in Milton and Oakville, and we do not anticipate requiring fewer permanent staff over the long term.

Transportation

What is the eligibility criteria for the Board to provide bussing for students?

Secondary students who live farther than a 3.2 km walking distance from their school are eligible for transportation. For more information, please see the [Board's Transportation policy](#) (available online).

Is secondary school bussing shared? (New: Mar. 1, 2017)

Secondary schools in Halton share bussing with elementary schools, as well the Halton Catholic District School Board.

Have bus driver shortages in Burlington been addressed? (New: Mar. 1, 2017)

Halton Student Transportation Services (HSTS) provides student transportation for the Halton District School Board and Halton Catholic District School Board.

Currently, there is a total of 119 school bus routes servicing Burlington schools (HDSB and HCDSB combined). At this time there are three (3) large bus routes and four (4) mini bus routes in Burlington that do not have a permanent driver. These routes are currently being serviced by supply drivers employed by the respective bus company. At this time each bus company has several drivers in training with an expected completion date being the beginning of March. Additionally, several drivers will be returning in early March from winter vacations.

In addition to the above, HSTS is reviewing various options to address the bus driver shortage over the next few months. It is anticipated that any implementation of these options would address the driver shortage prior to the commencement of the 2018/2019 school year, the year that any school closures may take effect, if approved by the Board.

School Facilities

What is On the Ground (OTG) capacity?

On the Ground capacity is the provincially-recognized pupil place capacity of the school building. This figure is recognized as the operating capacity of the school. This figure does not include portables or portapaks.

In determining the OTG of a school, each space within the school building is assigned a student loading. Secondary instructional space is loaded at 21 students each, and includes standard classrooms, computer labs, gyms and specialty rooms such as tech rooms. Special Education rooms, such as those used for Community Pathways program are loaded at 9 or 12 students each. Excluded are auditoriums, cafeterias, library and seminar space, which are loaded at 0.

Instructional space at elementary schools are loaded differently. Where Board facilities share space between an elementary and secondary school, OTG capacity of one school is separate and does not contribute to the OTG of the other school. For example, the OTG capacity for Aldershot Elementary is distinct from that of Aldershot HS.

Why has On the Ground (OTG) capacity changed over the years at some schools?

Over time rooms within school buildings are re-assessed based on room usage and/or renovations, which can result in changes to the OTG.

What is excess or shortage of pupil places?

To determine the number of excess or shortage pupil places, enrolment is subtracted from the On The Ground (OTG) capacity of a school building.

When enrolment is lower than OTG capacity, a school will have excess pupil places.

When enrolment is greater than OTG capacity, a school will have a shortage of pupil places. In these instances, portable classrooms would be required to house additional students.

Would portable classrooms be required at schools under each option? (New: Mar. 7, 2017)

It is difficult the exact number of portables at this time, as the number depends on the school layout, timetabling, number and availability of standard and specialty classrooms.

Please note that secondary schools can typically accommodate 10-15% more students within the permanent school building without the addition of portables due to the number of part-time students and

through creative timetabling.

If either Aldershot HS or Burlington Central HS are closed, would grade 7-8 students in these shared facilities be housed in portables?

Accommodation of any elementary students housed in either the Aldershot or Burlington Central facility has not be determined at this time, and will not be determined through this PAR process.

The existing spaces for grade 7's and 8's will remain within the designated OTG (On The Ground) portion of the elementary section of those facilities. As such, it is unlikely that those students would be placed in portables if the secondary portion of those facilities are closed. Ultimately, once a decision has been made by trustees, then the accommodation of elementary students may need to be reviewed by the Board. However, Board staff does not have any pre-determined plans for grades 7 and 8 students at this time.

What is being done to achieve equality between older schools in declining neighbourhoods and new construction where schools appear to have more amenities?

The Board has undertaken an initiative called "Close The Gap" to address needs of older schools. Please contact [Facility Services](#) if you have further questions regarding initiatives.

Which secondary school facilities in Burlington have air conditioning?

Dr. Frank J. Hayden SS is the only secondary school facility in Burlington that is fully air conditioned.

Lester B. Pearson HS and Robert Bateman HS are air conditioned with the exception of their technical/vocational rooms. 75% of M.M. Robinson HS is air conditioned with the exception of their technical/vocational rooms.

What is Facility Condition Index (FCI) and how are projected renewal needs determined? (New: Feb. 2, 2017)

Facility Condition Index (FCI) is a standard benchmark that is used to compare the condition of a buildings. It compares a facility's total five year renewal needs to the cost of rebuilding the same building. The assessment does not measure or assess the building against the current building code. FCI compares the building to itself, from when it was new to now. It does not compare one building vs. another. It does not identify need to bring the building up to current standards.

Schools assessed are assessed on a 5 year rotation. The facilities involved in this PAR have been assessed in 2011 or 2013, with the exception of Dr. Frank J. Hayden SS, which has not been assessed (See notes in item 1.6.5 - Projected facility renewal needs). The Ministry has just completed one assessment cycle and has begun a new five-year assessment cycle in 2016. Based on the timing of individual Ministry assessments, not all schools involved in the PAR will be assessed in the current school year and data for schools currently being assessed may not be available prior to the completion of the PAR. The assessments are a snapshot in time, as of the date of inspection.

The assessments are conducted by Ministry of Education independent, third-party facility inspectors. Each assessment team is comprised of

two engineers — one with expertise in building design and construction, and the other with expertise in building systems (e.g., mechanical and electrical). A HDSB staff member accompanies the assessment team throughout a school assessment tour.

The assessments identify renewal events (repair or replacement) that should be completed in a five-year window, and includes:

- site features,
- building structure,
- building envelope (exterior walls and roofs),
- interior components or finishes,
- mechanical,
- fire and life safety, and
- electrical systems.

The assessments do not include:

- energy,
- environmental or accessibility audits,
- Portables,
- solar photovoltaic panels and other solar energy collectors,
- the appropriateness of room space,
- small sheds,
- play equipment/structures,
- score boards,
- goal posts,
- flag poles, and
- asbestos abatement is also out of scope.

Could you please confirm and clarify the names of the two companies that prepared the renewal costs as outlined at the February 16, 2017 PARC meeting? (New: Feb. 22, 2017)

The Halton District School Board Facility Services department uses an Excel spreadsheet to record work complete and requested in schools. This is the source of the historical work completed in schools as outlined in the SIPs.

The Ministry of Education's 'Condition Assessment Program' has been through a few changes since it was started. Initially the company that provided the software was ReCAPP (that was before the reports that were included in the SIPs). The next software was TCPS (Total Capital Planning Solutions), provided to the Ministry of Education by Altus Group Ltd. The inspections were done by a number of engineering firms retained by the Ministry. This data was reflected in the first report posted in the SIP's on what schools need in the future.

Altus was purchased by VFA Canada Corporation and they have worked with the Ministry of Education and school boards to transition the data from TCPS to their own system VFA facility. They use their

own engineering support to do the inspections of the buildings. This data is in the revised report posted in the SIP's on what schools need in the future.

If Dr. Frank J. Hayden SS is overcapacity, could it impact access for emergency services at the school and the community centre? (New: Feb. 2, 2017)

Student health and safety is always a top priority for the Board. As with other schools in Halton, Dr. Frank J. Hayden SS has approved processes to handle emergency situations. During school emergency evacuation practice drills, the principal at Dr. Frank J. Hayden SS indicated that no major concerns were identified by the police and fire departments with their ability to enter/exit the school building/property.

Why did the Board build the new Dr. Frank Hayden Secondary School, given the potential impact on existing secondary schools in Burlington?

As part of the planning for the new Alton and Orchard Communities in the mid 1990's, the Board had always envisioned a secondary school to accommodate students generated from these new areas. Given the residential growth of those two communities and the number of new HDSB elementary schools that were built, enrolment projections indicated that there was a sufficient number of students that could justify a new school to service North-East Burlington. As a result, a business case was prepared and submitted to the Ministry of Education for funding a new secondary school, given the existing and projected need to accommodate secondary students from the area.

What is the cost to construct a new secondary school?

On October 28, 2016, the Ministry of Education approved funding for a new 1200-pupil place secondary school in Milton. Total funding provided by the Ministry is \$32,555,603 for the construction of the new facility. This excludes site acquisition and site prep costs.

Is the Board reviewing the closing of schools in Burlington, in order to obtain Ministry of Education funding to build new schools in Milton and Oakville growth areas?

No. The Ministry of Education Capital Priorities Funding model, requires school Boards to submit business cases regarding the construction of new schools and additions. The business cases require the school boards to look at specific review areas/communities, such as Milton and North Oakville, in order to determine need. Under enrolled areas, such as Burlington, are not included in the analysis.

How many excess pupil places does the Board need to eliminate in order to have the opportunity to apply for funding to rebuild and upgrade older Burlington Secondary School facilities? (New: Mar. 7, 2017)

Under the Ministry's 2016 School Consolidation Capital (SCC) funding program, eligible projects include those where two or more schools are consolidated into one new facility, additions and/or renovations to existing schools to accommodate enrolment from closed schools and right-sizing existing schools for other uses including Community Hubs. The Board can also apply for funding through the Ministry's Capital Priorities program.

The Ministry does not outline the number of excess pupil places that need to be eliminated in order request funding. Requests for funding

for capital projects are evaluated by the Ministry of Education on a case-by-case basis, and there is no guarantee of funding approval.

Has the Board considered opening a new school between the Downtown Core and current Aldershot facility?

No. To construct any new school or additions to existing facilities, the Board must submit a business case to the Ministry of Education to request funding. The Ministry would review the business case to determine whether an immediate need is present to proceed with funding of such a project. Given the number of empty pupil places currently available south of the QEW/Highway 403, the Ministry would require that the Board undertake a PAR.

How long does it take to build an addition to a building? (New: Mar. 7, 2017)

This is dependent on a number of factors. Having sufficient funds to undertake the additions and/or renovations, which could potentially come from Ministry of Education funding, or through Proceeds of Disposition (sale of property). Once funding is in place, time is required to undertake the appropriate design, and for building permit and site plan permits approvals from the City of Burlington. It should be noted that, any plans would be initiated as soon as decision is made by the Board, with respect to any school closures.

Will the PARC be provided with financial costs for school upgrades to meet AODA compliance by 2025? (Revised: Mar. 7, 2017)

HDSB has completed the process to assess the needs and costs for all the schools to meet accessibility requirements. The Facility Audit for Accessibility Report is available under Meeting Materials for PARC Working Meeting #4 in the [Program and Accommodation Review Committee \(PARC\)](#) webpage.

Will the Board promise not to sell any property?

The Board reviews its needs and space requirements regularly. If there are properties not in use and not required for the Board's purposes in the long term, then the Board will decide to declare a property as surplus to its needs. Surplus properties will be disposed according to [Ontario Regulation 444/98 Disposition of Surplus Real Property](#). Please see question below regarding process for surplus property disposition for a brief overview of the process.

Will closed schools be sold to condo or other developers?

The Halton District School Board is not closing schools with the intention to sell the property for condos or other developers. The purpose of this PAR is to address the challenges faced by secondary schools due to low enrolments and to reorganize schools in order to provide better program offerings and learning opportunities for all students.

In the spirit of keeping public properties in the public realm, all school boards are required to follow the legislative process stated in [Ontario Regulation 444/98 Disposition of Surplus Real Property](#). The Halton District School Board is required to first circulate a proposal to sell, lease or otherwise dispose of real property to a number public agencies, including:

- Post-secondary institutions;
- Municipalities;
- Province of Ontario; and,
- Government of Canada.

If no public agencies express interest in the property, only then can the Board proceed to selling property to private organizations. The Board of Trustees must approve the initiation of this process.

Will closing a school decrease our property value?

Based on our understanding and experience, there is no impact. In the current Greater Toronto and Hamilton Area real estate climate, it is questionable if school closing will impact property values.

A study was undertaken by the Toronto District School Board in 2008 titled, "Evaluating the Impact of School Closings on Residential Property Values of Existing Housing in the Vicinity", by Murtaza Haider, dated Oct 30, 2008. The study presented an analysis of the impact of local housing prices after three schools were closed by the Toronto District School Board. The paper concluded that "the change in land-use from educational uses to institutional, or residential land-uses at the afore-mentioned schools sites (Edithvale PS, Humber Heights PS and York Mills PS) did not have an adverse impact on the price of neighbouring housing units" (page 1). This study can be applied to Burlington context as well.

Enrolment Projection Methodology

Where can I learn more about the enrolment projections?

The Board annually releases a [Long Term Accommodation Plan](#) (available online), which provides an in depth analysis of the future and current enrolments for each school in the Halton region.

Please see [Burlington Review Areas](#) section of the Long Term Accommodation Plan to view only enrolment projections specific to Burlington schools. Secondary school enrolment projections are provided in pg. 73-80.

Are students from specialized programs, such as English as a Second Language (ESL), International Baccalaureate (IB) and Gifted, included in the projections?

Yes. Students from specialized programs, such as English as a Second Language (ESL), International Baccalaureate (IB) and Gifted, are included in the projections under English (ENG).

Is development considered in the enrolment projections?

Yes. As a part of the Planning Act, the Halton District School Board is circulated on all residential development plans by municipalities. The type and number of units is included within the information shared by the municipality. The Planning department utilizes the information on units and phasing in developing enrolment projections.

- Co-terminus school boards;

The HDSB Planning Department is in regular communication with municipalities and developers to track development and unit occupancy.

What number of new development units are included in the Board's enrolment projections? (New: Feb. 2, 2017)

5603 new development units have been included in the Nov 2016 projections for all Burlington secondary schools.

Are projections based on census data?

No. Projections are based on a various of sources of data, including but not limited to:

- Current and historic enrolment data
- Circulated development plans
- Regional birth data

Projection methodology can be found on in the methodology section of the [Long Term Accommodation Plan](#) (available online).

How is the Board more confident with the enrolment projections for Dr. Frank J. Hayden SS now?

Initial projections for Dr. Frank J. Hayden SS were based on data available before the new school was built. At that time, the Board did not have established historical trends or additional data to support deviations from projections.

Following the opening of a new school and with each successive year, historic trends can be established and additional information regarding the new community become available. This includes students from other school boards or private schools now opting to attend the new HDSB school, as well as changes in the percentage of students from HDSB feeder schools who now prefer to stay within HDSB for secondary school, or attend the new school rather than attend a different HDSB secondary school through Optional Attendance.

From the 2011-2015 LTAPs, the Board's projections for Burlington Central HS have been revised. What is causing this upward revision? Is the catchment area attracting more students than projected in the Board's model? (New: Feb. 2, 2017)

There are several factors which can include:

- Increase in the number of students returning for a fifth year;
- Increase in the number of students in regional programs, such as English Language Learners;
- Additional development applications on file - additional 1240 units; Increase number of students from other schools within HDSB, as well as new students from HCDSB and/or other schools;
- Update of student yields.

In addition, the decline in students has slowed from 2010 to 2014, along with the changes in other variables. Overall, this creates a growth in projections.

Robert Bateman HS's enrolment has been revised downward from 2011 to 2015 LTAPs. What is causing this huge downward revision? What is happening in this catchment area for such a dramatic decrease to occur and why didn't the Board include this in projections? (New: Feb. 2, 2017)

Secondary students living in the Orchard area (north of the QEW) from John William Boich PS, Orchard Park PS and Alexander's PS, were directed to Robert Bateman HS prior to the opening of Dr. Frank J. Hayden in 2013. The 2011 projection did not include projections for Dr. Frank J. Hayden SS as boundary for this school was not established until 2013.

Have the approved changes to FI program delivery from grade 1 FI entry at 50% intensity to grade 2 FI entry at 100% intensity been incorporated in the enrolment projections? (Revised: Mar. 2, 2017)

The 2017/2018 school year will be the start of the FI program transition, with the elimination of grade 1 FI intake (50% French, 50% English instruction), and no intake into grade 2. In 2018-2019 FI program entry will begin in grade 2 (100% French).

The projections do include lower enrolments at Pineland PS (FI) and increased enrolments at Mohawk Gardens PS (ENG) and Frontenac PS (ENG). Since 2018-2019 will be the first year where students will be accepted into 100% French Immersion (grade 2 entry), there is no evidence how parent(s) will react to this change. An assumption has been made; i.e. elementary schools with a historically high percentage of SK students entering grade 1 FI will have a higher than average number of grade 1 students entering FI in grade 2, and elementary schools with a historically low percentage of SK students entering grade 1 FI will have a lower than average number of grade 1 students entering FI in grade 2. The change in FI programming to Grade 2 will begin to impact secondary school enrolments in 2024-2025. The assumption is that overall there will be the same number of total students (ENG+FI) and the change will be phased (affect one grade at a time).

Alton West 510-03/03 School Boundary Review

As a part of the school boundary review for the new Alton West subdivision, why does the recommendation redirect students from the area to M.M. Robinson HS? (New: Feb. 2, 2017)

The recommended option (which was approved on February 1, 2017 by the Board) was selected to reduce the number of transitions for students in the Alton West development, and support the establishment of boundaries prior to first occupancy. If students were directed to Lester B. Pearson HS, then students in the Alton West development would be required to attend elementary schools that currently feed into Lester B. Pearson HS in order to minimize split cohorts. The steering committee reviewed option for the Alton West area that included the following feeder schools to Lester B. Pearson HS: Dr. Charles Best PS, C.H. Norton PS and Sir E. MacMillan PS.

If options to direct students to Lester B. Pearson HS were selected, then students would need to attend its feeder elementary schools. 2 elementary options with secondary students going to Lester B. Pearson HS were reviewed:

Elementary Option 7: This option would see English program elementary students redirected to Sir E. MacMillan PS (K-Gr.8). However, student that opt for FI would see 3 transitions, i.e. Sir E. MacMillan PS (JK-Gr.1), Clarksdale PS (Gr. 2-6), Rolling Meadows PS (Gr. 7-8), and M.M. Robinson HS (Gr. 9-12). This option was not selected as it would require portable classrooms over the long term at Sir E. MacMillan PS, and cause the fragmentation of the community in terms of number of schools the community would be attending and transitions required.

Elementary Option 8: This option would see 2 transitions for English program elementary students, as students would be redirected to Dr. Charles Best PS (JK-Gr.5), Sir E. MacMillan PS (Gr.6-8), then Lester B. Pearson HS. However, student that opt for FI would see 4 transitions, i.e. Dr. Charles Best (JK-Gr.1), Clarksdale PS (Gr. 2-6), Rolling Meadows PS (Gr. 7-8), and M.M. Robinson HS (Gr. 9-12). This option was not selected as it would require portable classrooms over the long term at Dr. Charles Best PS, and cause the fragmentation of the community in terms of number of schools the community would be attending and transitions required.

The recommended option (as approved on February 1, 2017) with redirection of secondary students to M.M. Robinson HS as it provides for students to attend the same schools, regardless of their program (i.e., English or French Immersion), provide balanced enrolment in the area, does not require the placement of portables on respective school sites, maintains stable and long-term boundaries, minimizes the number of transitions for students and keeps cohorts and families together.

More information regarding this review, including options discussed, are available online at [Alton West 510-03/03 Subdivision Boundary Review](#).

Where do I find more information about the Alton West 510-03/03 Subdivision Boundary Review? (New: Feb. 2, 2017)

More information regarding this review, including options discussed, are available online at [Alton West 510-03/03 Subdivision Boundary Review](#).

Future Growth and Intensification

Our community is in transition, seniors are moving to condos and young families are moving into the community. Will this have an impact on enrolment projections for secondary schools in Burlington?

Yes, communities are in transition. These transitions enable most communities to maintain their current enrolments. We account for these changes in our projections by adding growth in key grades and reviewing all grades for growth patterns.

Enrolment in Halton is growing, so why are schools recommended for closure?

Halton Region comprises of four municipalities, Milton, Oakville, Halton Hills and Burlington. Enrolment growth is largely occurring in Milton and Oakville.

In Burlington, elementary enrolments are projected to decline over the next 10 years by 808 students, with annual growth in the range of 0% to -2%. Secondary enrolments are projected to remain relatively flat over the next 10 years with an enrolment in the range of 5380 to 5355 and an annual growth range of -2% to 2% annually. However, most of the secondary growth is attributed to one school, which is Dr. Frank J. Hayden SS. Please see the [2015-2016 Long Term Accommodation Plan](#) (available online) for projection details.

The population in Burlington is growing, so why are schools recommended for closure?

Population in the City of Burlington is growing, however growth is not evenly spread throughout the city. Most of the residential growth is occurring in Northeast Burlington, which is resulting in the growth of the secondary student population in the Dr. Frank J. Hayden SS school catchment only. The other communities in Burlington are declining in population, which is resulting in stable or declining enrolments at other schools.

How will Burlington's popularity, especially as a place to raise children, impact enrolment population and enrolment projections? (New: Feb. 2, 2017)

It is expected that in existing neighbourhoods, new residents will replace residents that chose to move to other homes. This has been considered in our projections. Moreover, if there were no transitions of new families moving into a neighbourhood/community, the cohort of students would all graduate out of school, with no new students replacing them. Resulting in zero students entering the system.

Beyond this regular transition, additional residents to the city would require the construction of new residential units. The type of new residential units available in the City will have an effect whether families with school-aged, including secondary school students, will move into new homes. Low Density (single detached and semi-detached units) yield the highest number of students, Medium Density (townhouses) will yield less students than low density development. High density development (Apartment Type units) yields the lowest number of students. In order to include additional development into the enrolments, the school board will need to know the type of units and numbers of units. At this time, details are not available.

Why is there such a big discrepancy between what the Board highlights in the LTAP, a total of 278 units mentioned, and what is currently being planned by the City of Burlington - over 1,864 units and a potential of an additional 2000 units in a 5 – 10 year timeframe? (New: Feb. 2, 2017)

The LTAP highlighted the new development plans received in 2015. The projections include all planned development received in 2015 and prior. New developments will be added to projections as they are circulated to the Board by the City of Burlington.

Why is the Director's Preliminary Report mute with respect to the primary intensification areas where the majority of the city's forecasted population growth will take place between now and 2031?

The Board has included all circulated development applications in Burlington, as part of the enrolment projections. Any additional applications will be included in future projections. However, it has been our experience where intensification has occurred (i.e. Aldershot Community), there has been no appreciable increase in enrolments within the area, given that high density development does not generate a significant number of students. Currently, our yields indicate for every 1000 high density units an average of 14 secondary students are generated for the HDSB.

Why does the Director's Preliminary Report not mention the fact that Burlington Central High School is located in a primary intensification area?

The report does not mention any areas of intensification within Burlington. The Official Plan Review has just started and has not yet been approved by the City of Burlington.

How would increased development in the Downtown Core impact the enrolment projections for Burlington Central HS? (New: Feb. 2, 2017)

The intensification identified will typically be in the form of high density development, which will not have a significant impact on the enrolment projections.

Although the City of Burlington is going through an Official Plan review process, which will likely result in changes and direction with respect to intensification, nothing has yet been approved by the City. Although the City is moving forward with approvals this year, this does not preclude the potential for objections from the broader community and ensuing appeals, especially from developers. The timeframe for this plan is over the next 15 years.

Moreover, the issue at hand is that there are no tangible numbers of residential units that are being proposed, just population numbers. These population numbers do not provide Board Planning Staff with any benefit in terms of enrolment projections moving forward. However, we can assume that the intensification will be of the higher density type of residential unit and typically the Board does not see a significant number of secondary students generated from these developments.

For example, the following identifies the HDSB experience of high density infill/intensification in one community in Burlington, which is Aldershot:

- Since 2006, there have been approximately 1062 high density units built in the community. This does not include retirement and senior's care developments that have been built in the area. Of the 1062 high density residential units built, the HDSB has only seen 14 secondary students generated from these developments as of 2016.

The intensification in other cities in the Greater Toronto Area (GTA) has resulted in the same low secondary student yields for other school boards:

- Downtown Mississauga, has approximately 14,781 high density residential units. From these units, the Peel District School Board has seen approximately 264 secondary students generated.
- In Toronto, more specifically the Waterfront/Liberty Village area, approximately 21,172 medium and high density units have been built. From these units, only 156 secondary students have been generated for the Toronto District School Board.

The conclusion can be made that notwithstanding the proposed intensification moving forward with the City of Burlington proposed Official Plan Review, the Planning Department does not anticipate any significant generation of secondary students moving forward.

Another fact that Planning Staff would like to point out that moving forward, if using a secondary pupil yield of 27 students per 1000 residential units (assuming 25% medium density and 75% high density), that in order to fill the current 1800 empty pupil places, approximately 66,666 residential units will have to be built in Burlington.

The City of Burlington is currently undergoing an Official Plan Review process, which will likely propose intensification within the existing urban area. How will students from these new developments be accommodated if schools are closed?

Although the City of Burlington is going through an Official Plan review process, which will likely result in changes and direction with respect to intensification, nothing has yet been approved by the City. Although the City is moving forward with approvals this year, this does not preclude the potential for objections from the broader community and ensuing appeals, especially from developers. The timeframe for this plan is over the next 15 years.

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City of Burlington is looking to promote growth through intensification. Would the Board not need the capacity to house these students?

The intensification identified will typically be in the form of high density development, which do not generate very many secondary students. The Board will need to consider that there is some built capacity in the existing schools that may remain open to accommodate any of this growth.

Why is it that the Board is looking at closing secondary schools, when the Halton Catholic District School Board is seeing growth in south Burlington?

The Halton Catholic District School Board (HCDSB) is not experiencing enrolment growth in south Burlington. In fact enrolments in their secondary schools are projected to decline over the next 10 years. Moreover, an information report to the HCDSB Board of Trustees dated September 6, 2016, staff indicated that they are anticipating a Pupil Accommodation Review process for HCDSB Burlington Secondary Schools by the 2017/2018 school year.

APPENDIX 13

Burlington PAR Student Survey Results

Conducted electronically between November 28 and December 9,
2016

Results based on a total of 3369 responses for all cases. Overall
response rate = 62% based on October 31, 2016 enrolment.

Response rates of 10-15% are typical response rates for optional
surveys.

Response Rates by Burlington Secondary School

School	Responses	Enrolment	Response Rate (%)
Aldershot	210	436	48%
Burlington Central	456	597	76%
Dr. Frank Hayden	1011	1536	66%
Lester B. Pearson	269	392	69%
M.M. Robinson	282	712	40%
Nelson	725	1006	72%
Robert Bateman	380	786	48%
Total:	3334	5465	61%

Non-responses excluded; Other=12

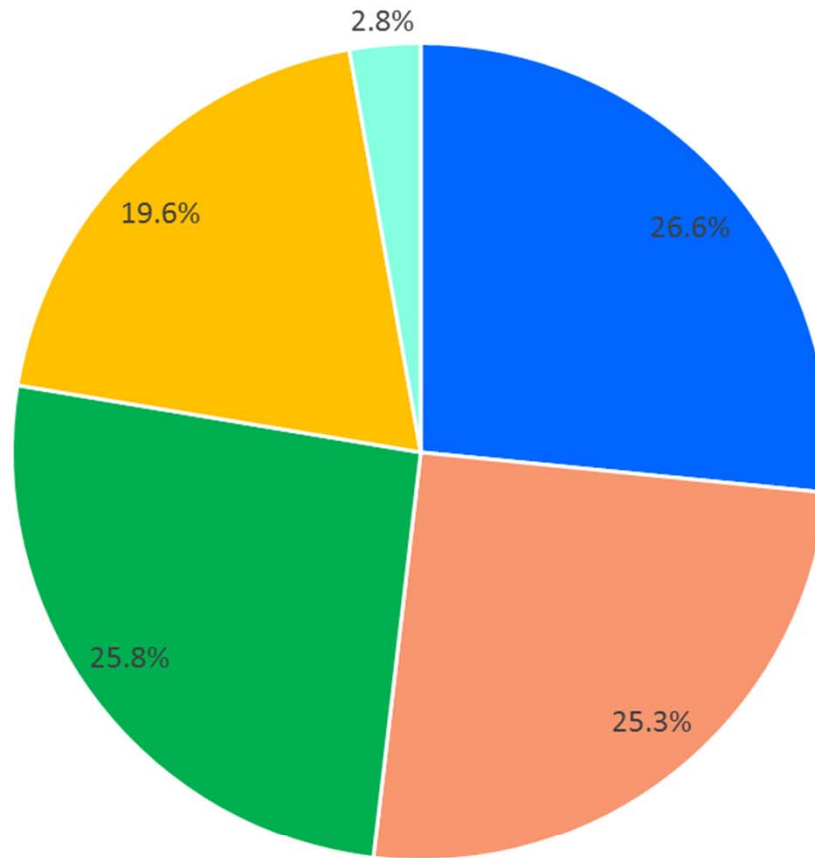
Considerations:

How representative might the participant sample of the population sought?

Non-response bias: What might distinguish those who do not respond from those who do? What factors might be under-represented?

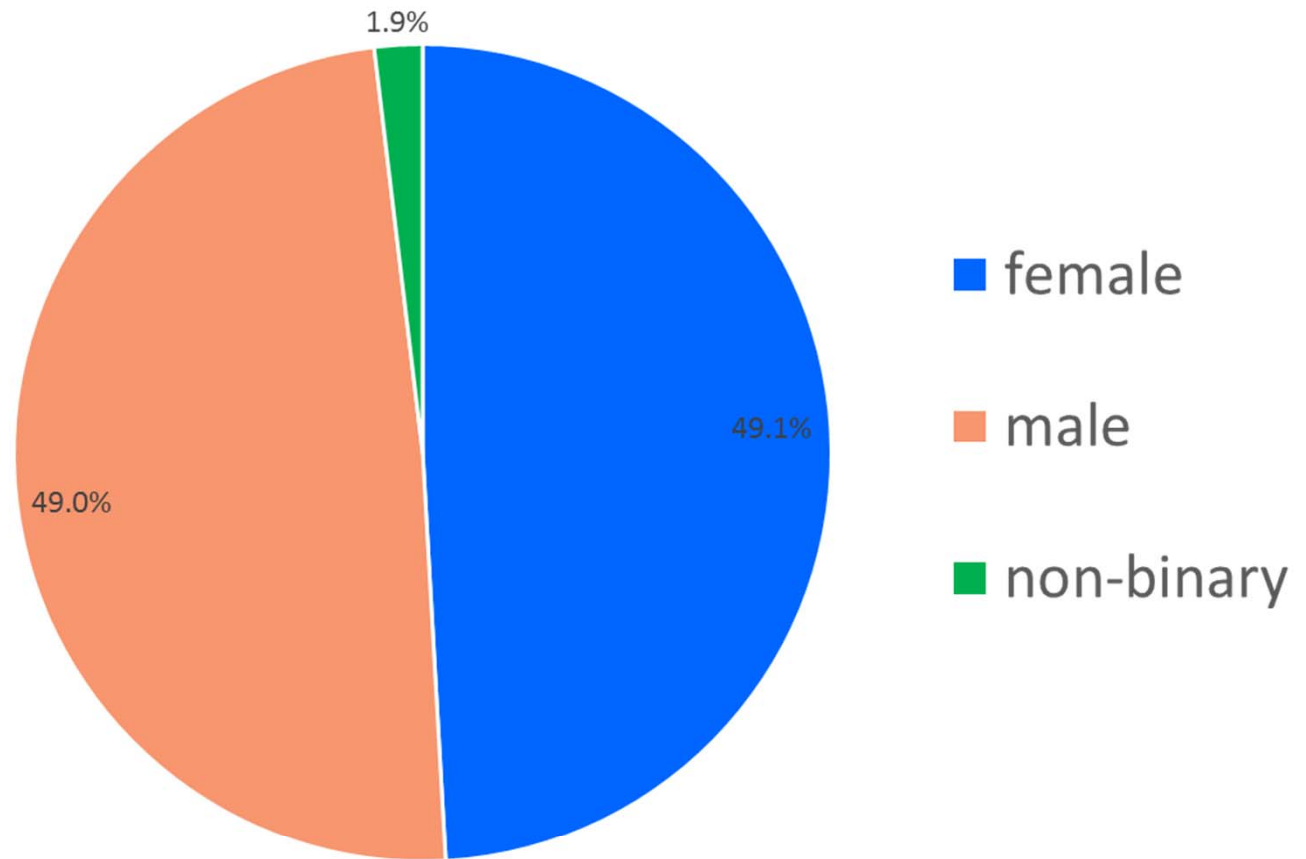
Response bias: Is the responding group more likely to share similar characteristics, demographics, ideological or physical situation? What factors might be over-represented?

I am in: (n=3333)



- grade 9
- grade 10
- grade 11
- grade 12
- grade 12+

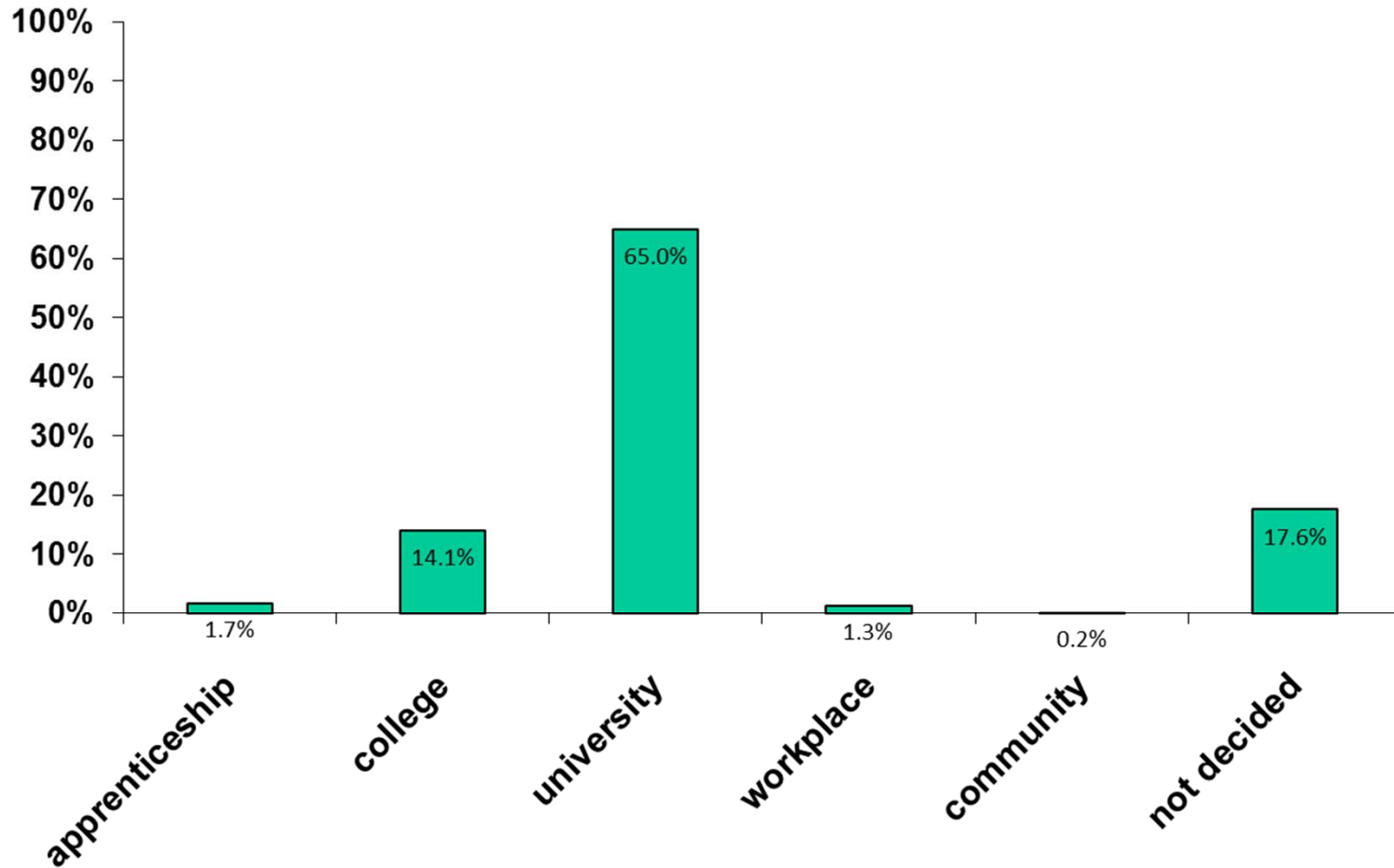
I identify as: (n=3321)



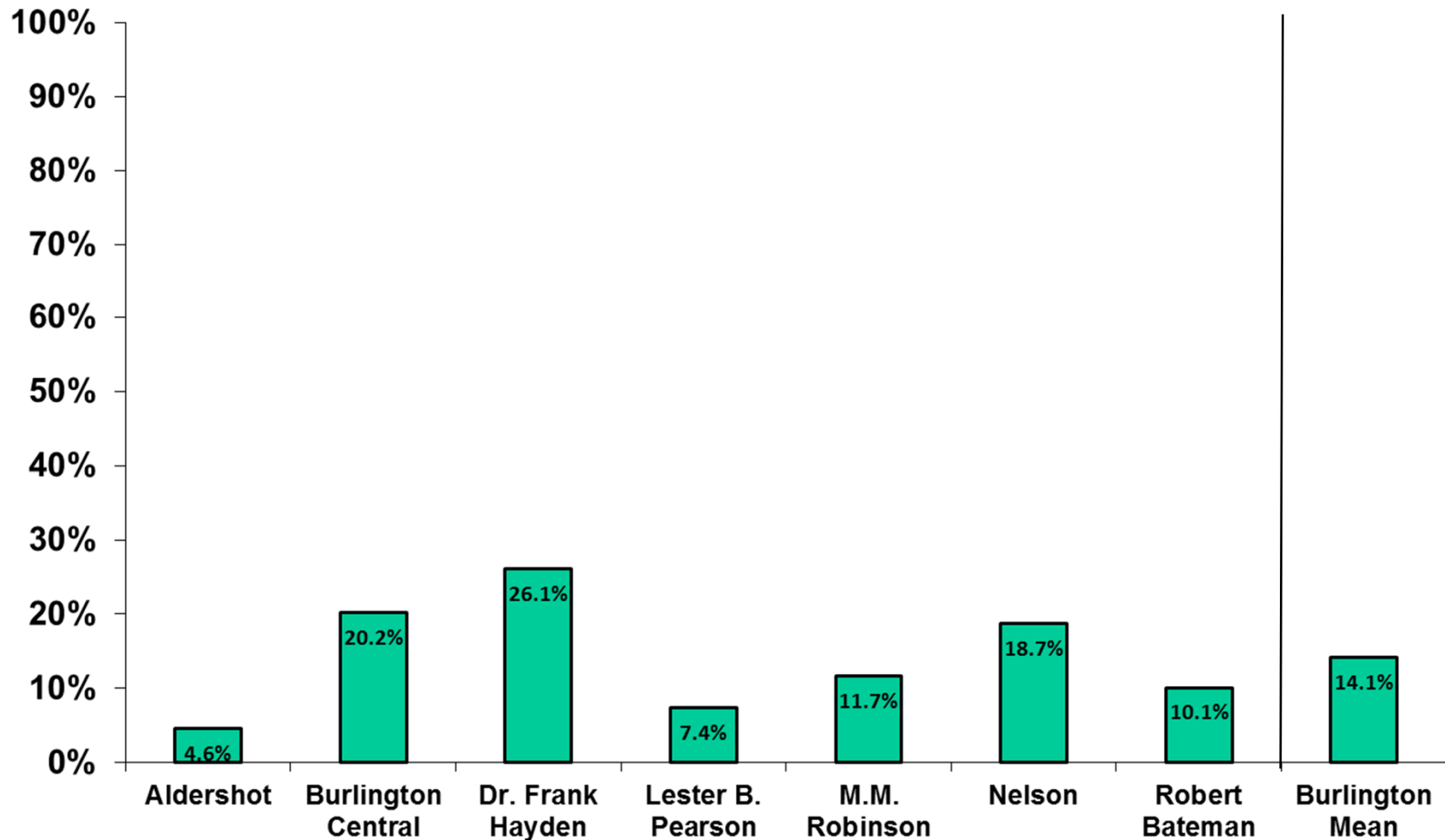
I am currently in:

	Number	Percent
Regular program	2382	71.3
French Immersion	453	13.6
International Baccalaureate	126	3.8
Gifted Program	95	2.8
Community Pathways Program (CPP)	30	0.9
Specialist High Skills Major (SHSM)	103	3.1
Ontario Youth Apprenticeship Program (OYAP)	10	0.3
English as a Second Language Regional Program	53	1.6
Re-Engagement Program	1	0.0
Not sure what program I am in	68	2.0
Other	19	0.6
Total	3340	100.0

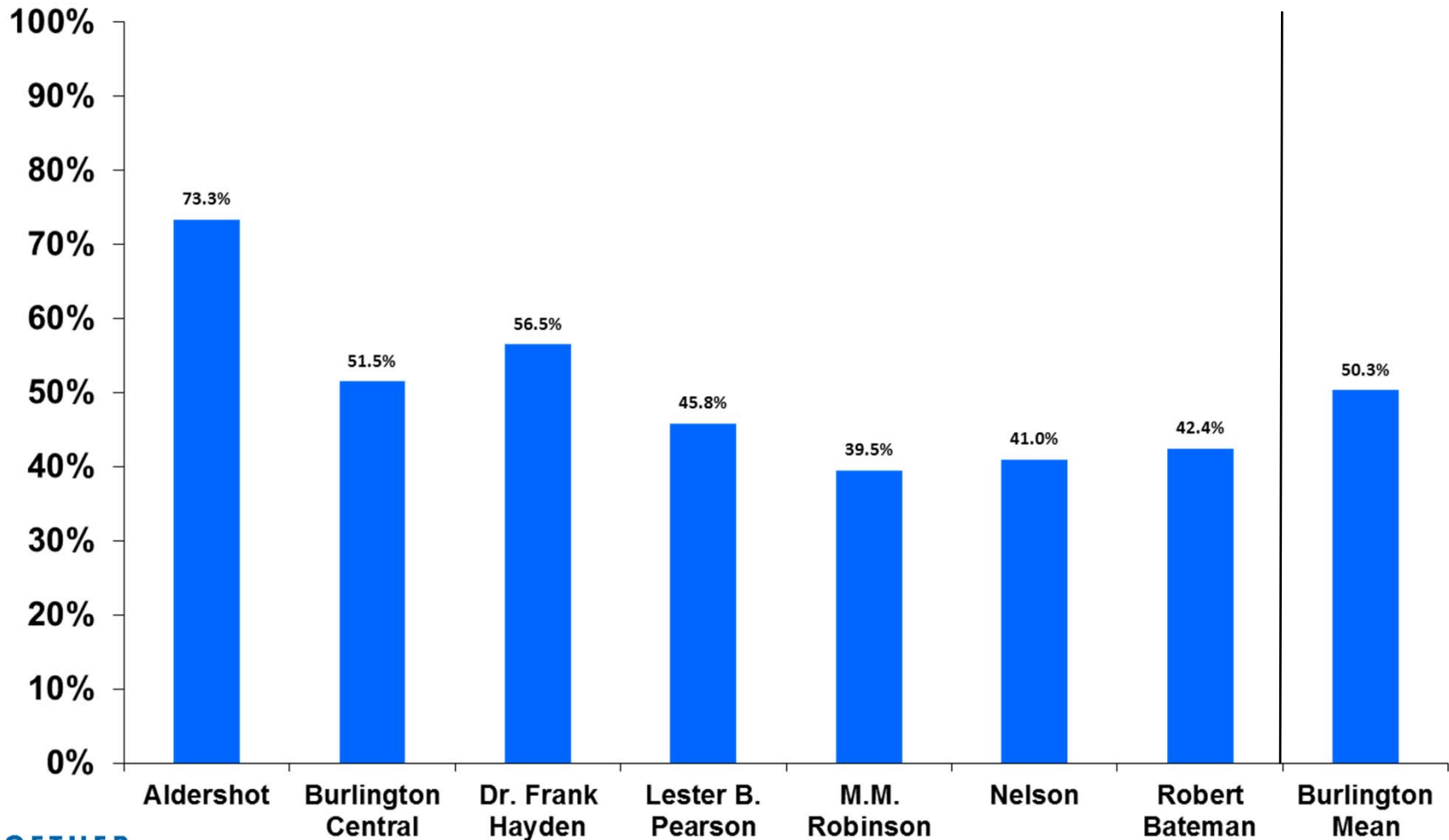
After secondary school, the pathway I am planning on following is: (n=3338)



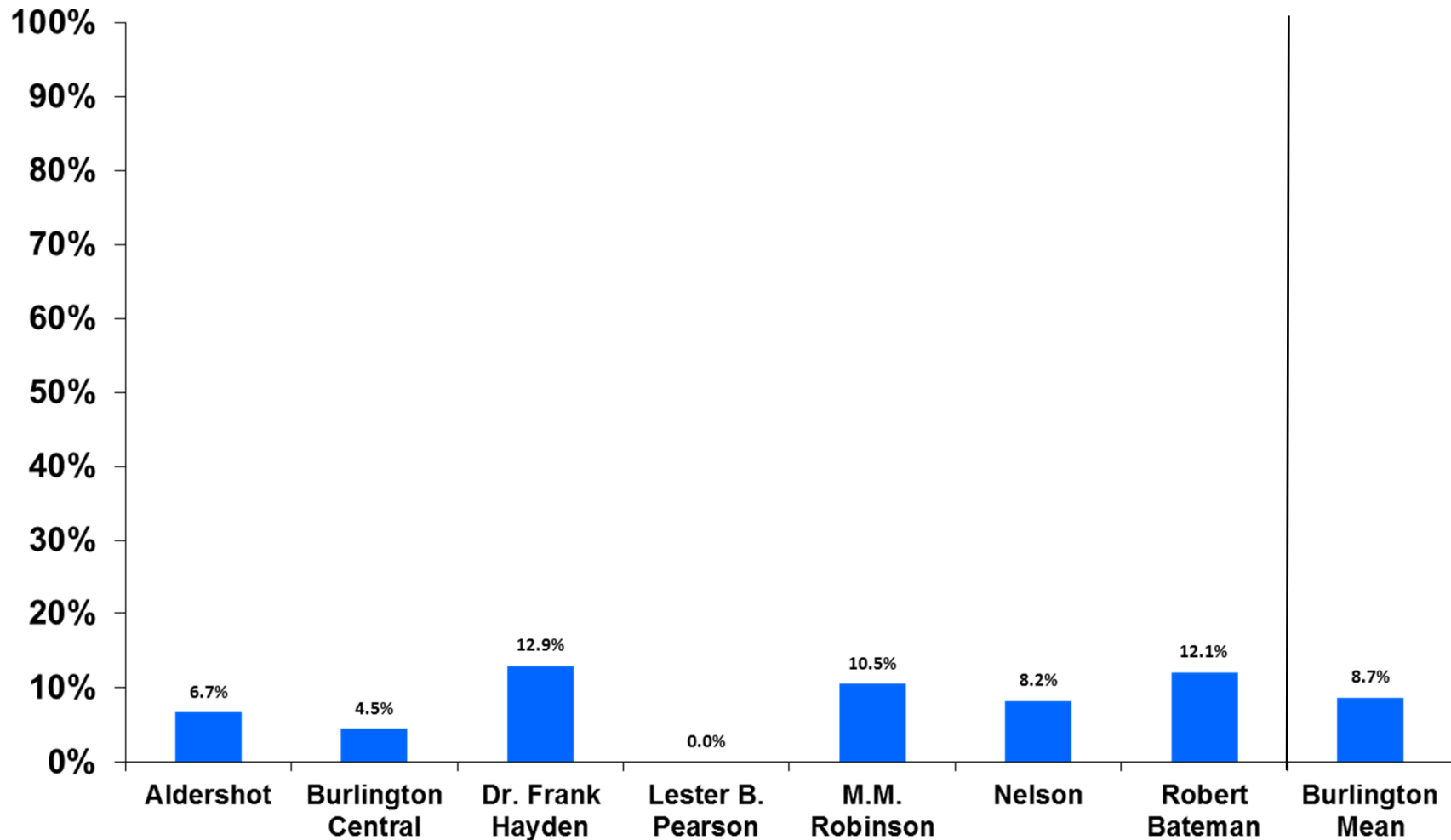
Have you changed schools since grade 9? Percent of students indicating “yes” (n=322)



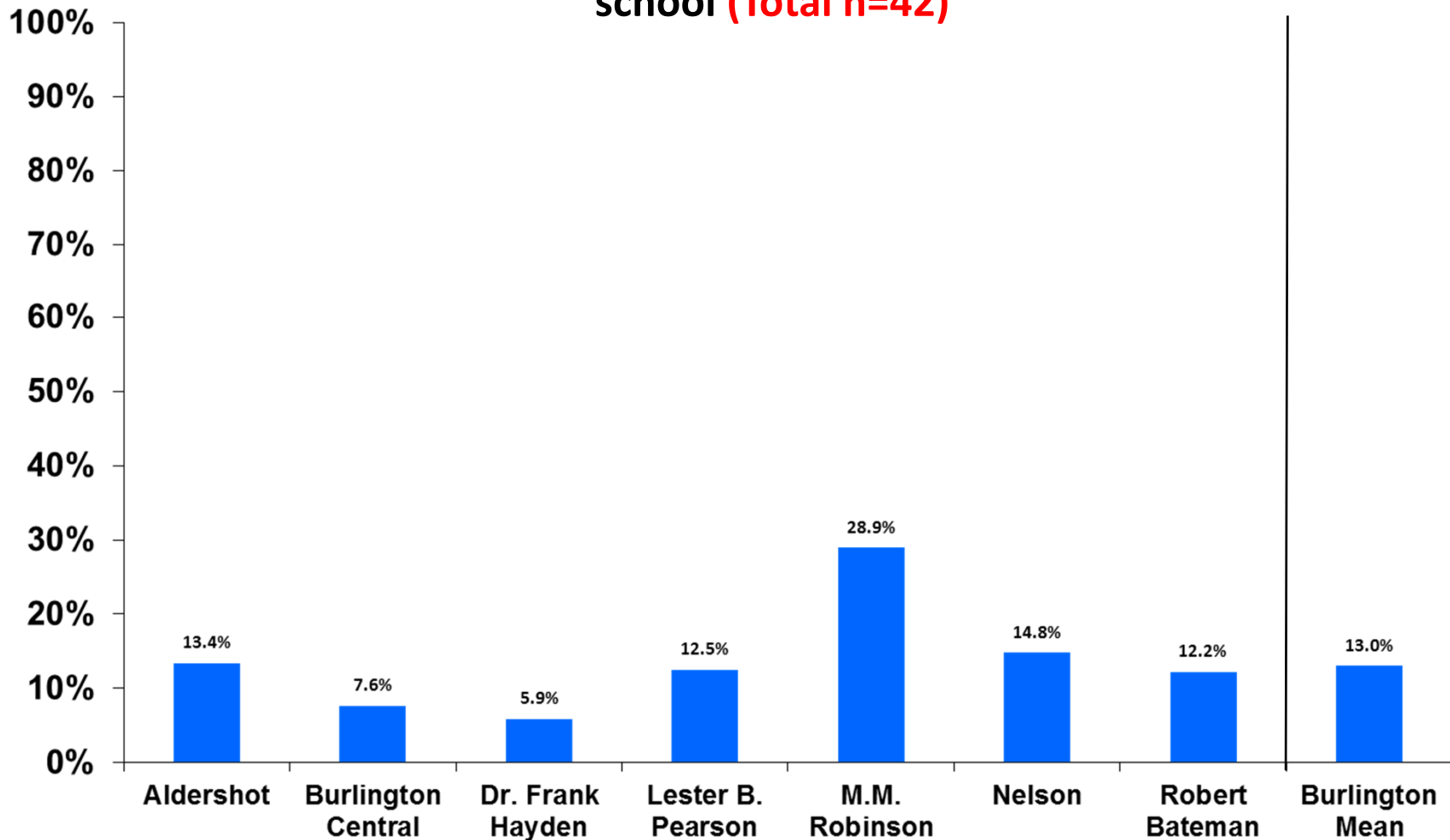
You indicated that you changed secondary schools. What were the main reasons for this change (check all that apply)? -- Percent of students within group who selected: **My family moved** (Total n=158)



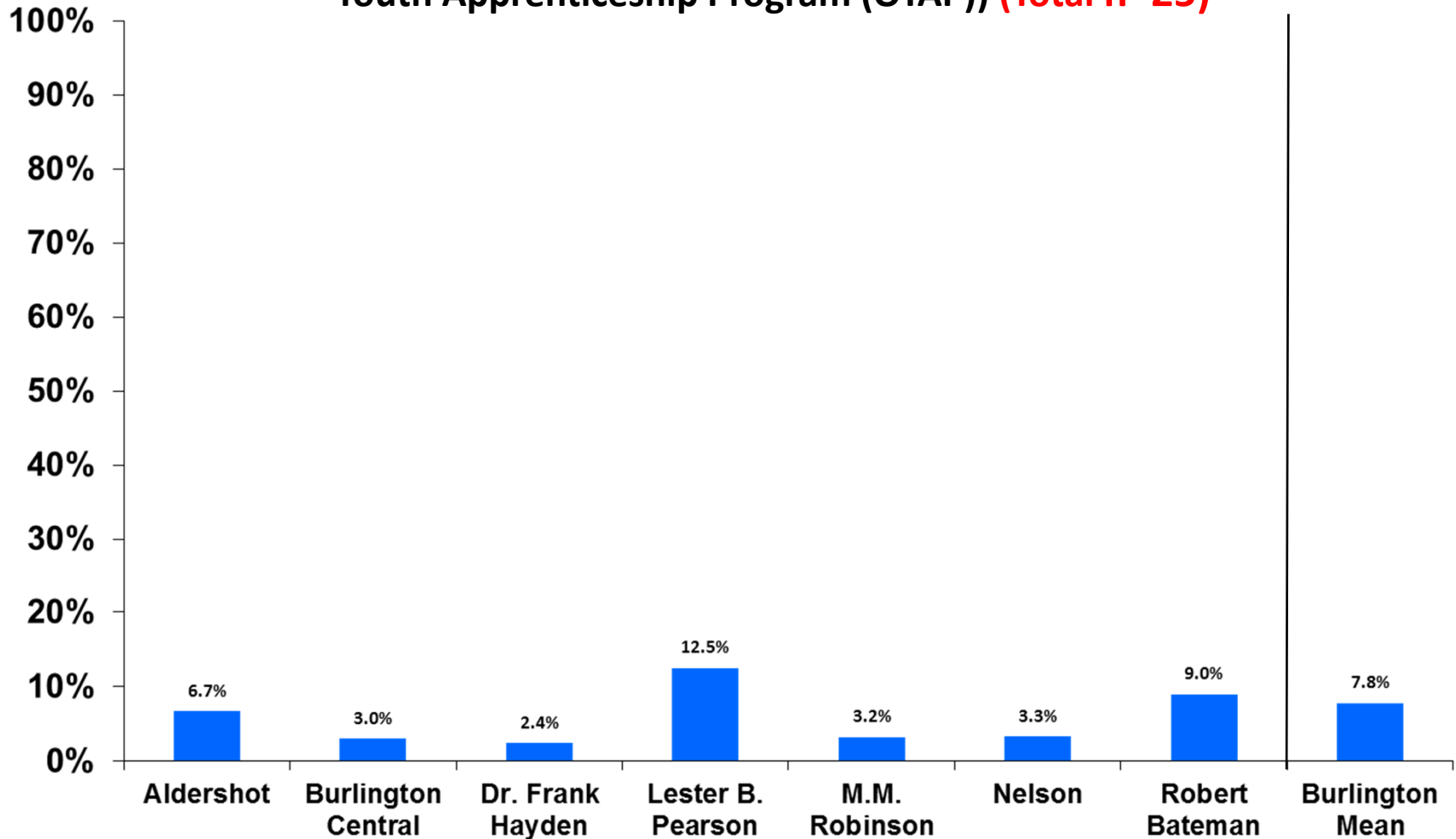
You indicated that you changed secondary schools. What were the main reasons for this change (check all that apply)? -- Percent of students within group who selected: **School boundary changed (Total n=28)**



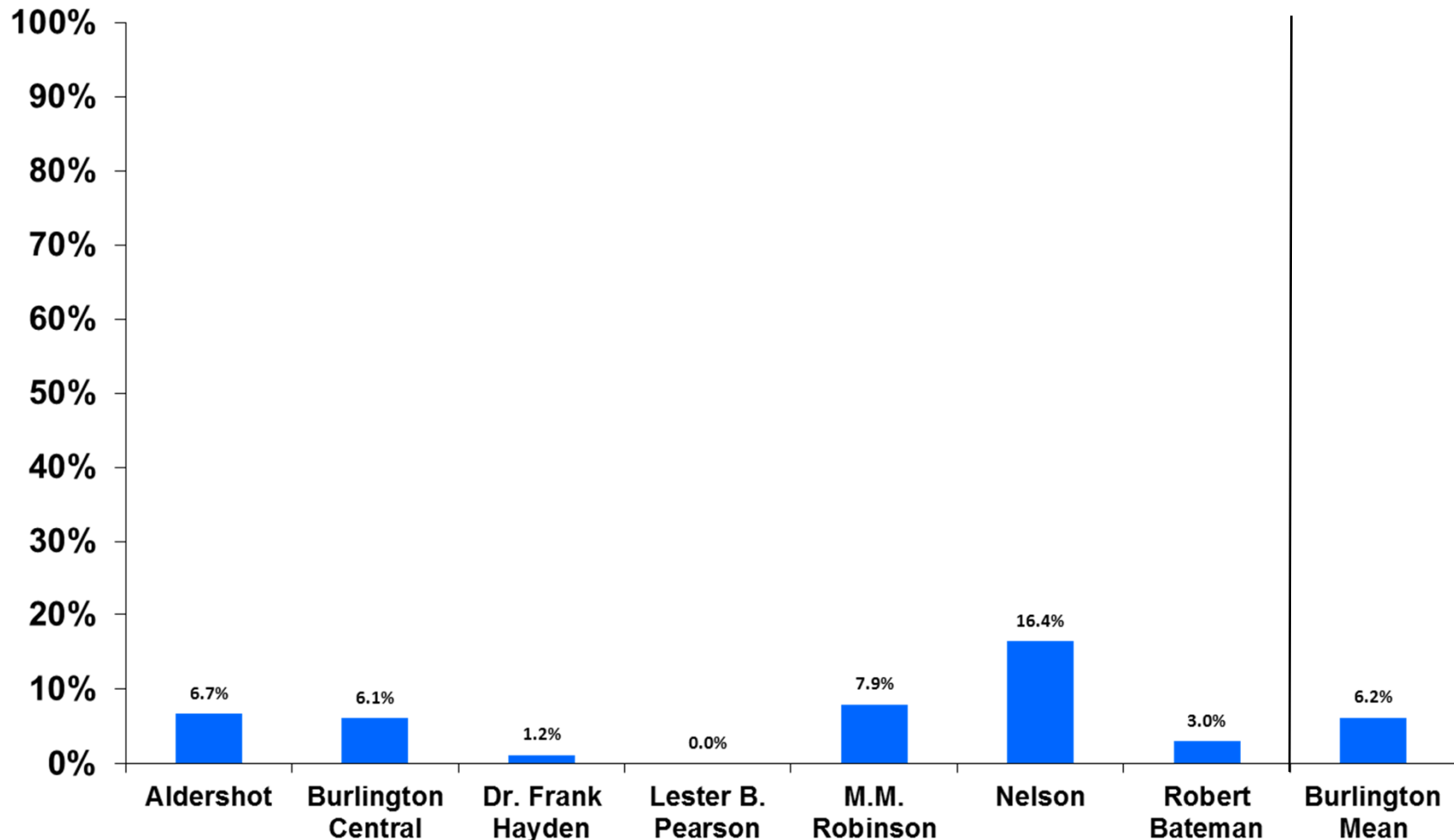
You indicated that you changed secondary schools. What were the main reasons for this change (check all that apply)? -- Percent of students within group who selected: **To take a course/program not offered at my home school (Total n=42)**



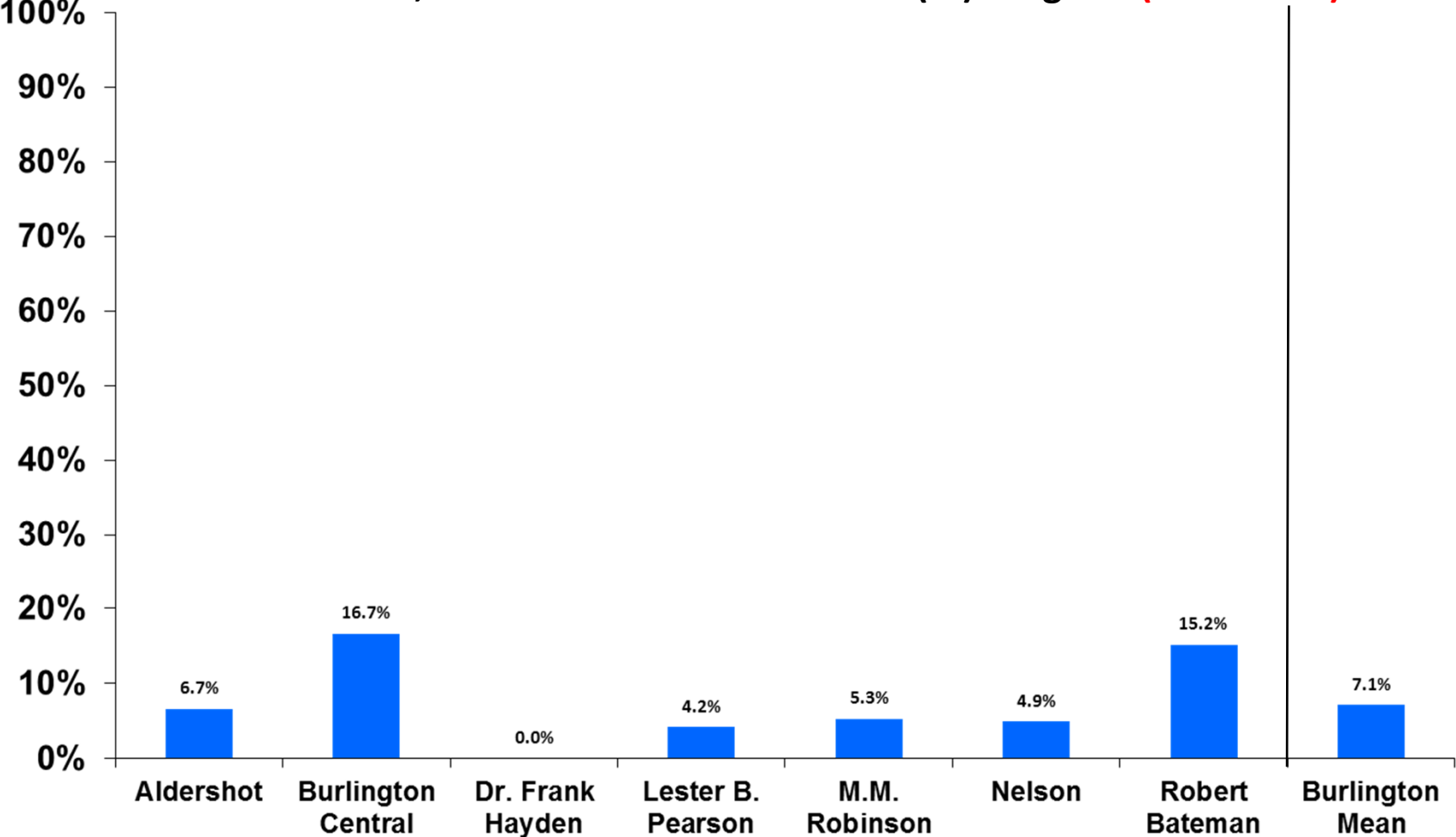
You indicated that you changed secondary schools. What were the main reasons for this change (check all that apply)? -- Percent of students within group who selected:
To enrol in a speciality program (e.g., Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP)) (Total n=25)



You indicated that you changed secondary schools. What were the main reasons for this change (check all that apply)? -- Percent of students within group who selected:
To participate in sports/extracurriculars not offered at my home school (Total n=20)



You indicated that you changed secondary schools. What were the main reasons for this change (check all that apply)? -- Percent of students within group who selected:
To access a Regional program (e.g., Gifted, English as a Second Language, Essential level courses, International Baccalaureate (IB) Program (Total n=23)

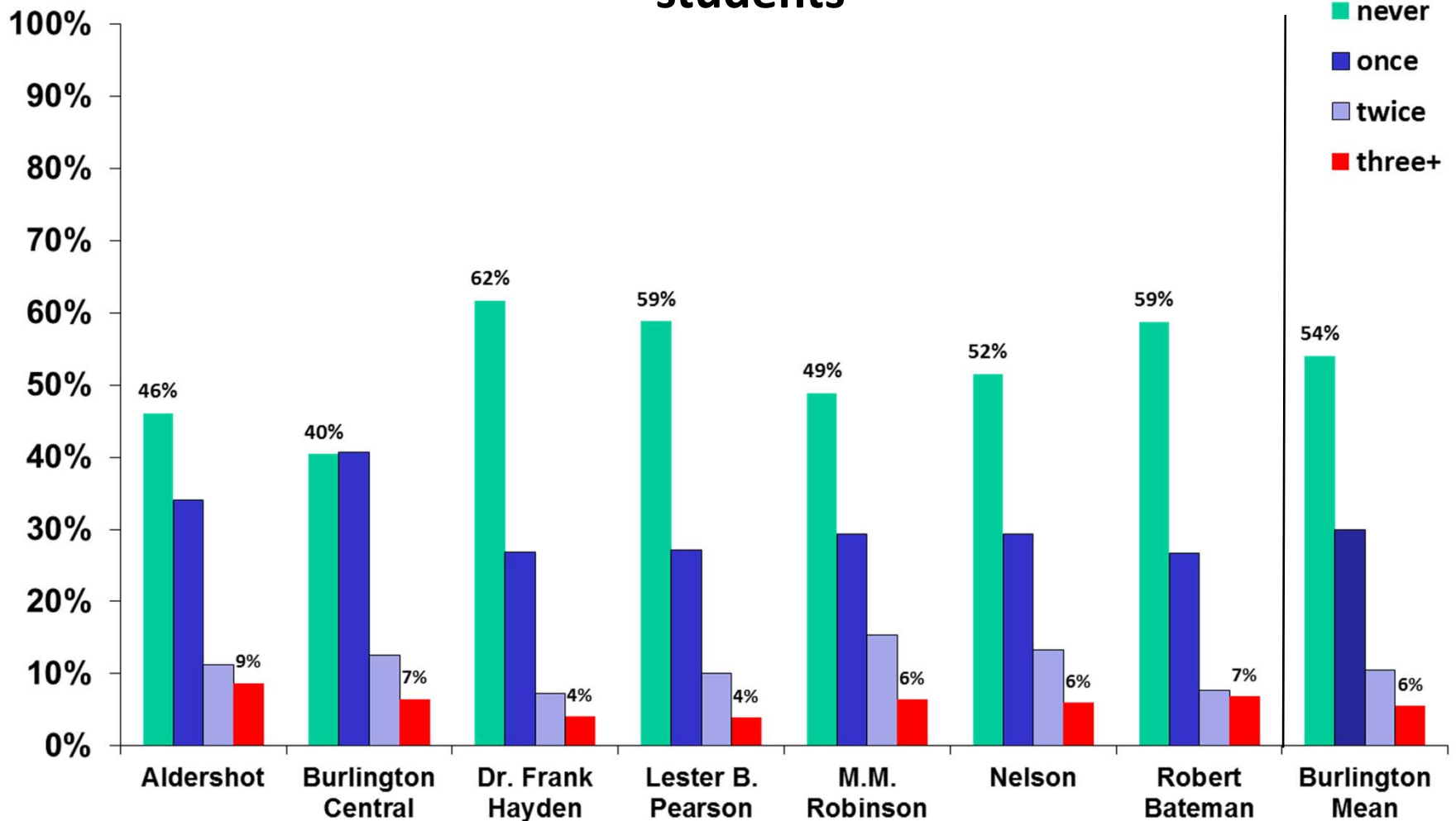


You indicated that you changed secondary schools. What were the main reasons for this change (check all that apply)? -- Percent of students within group who selected:

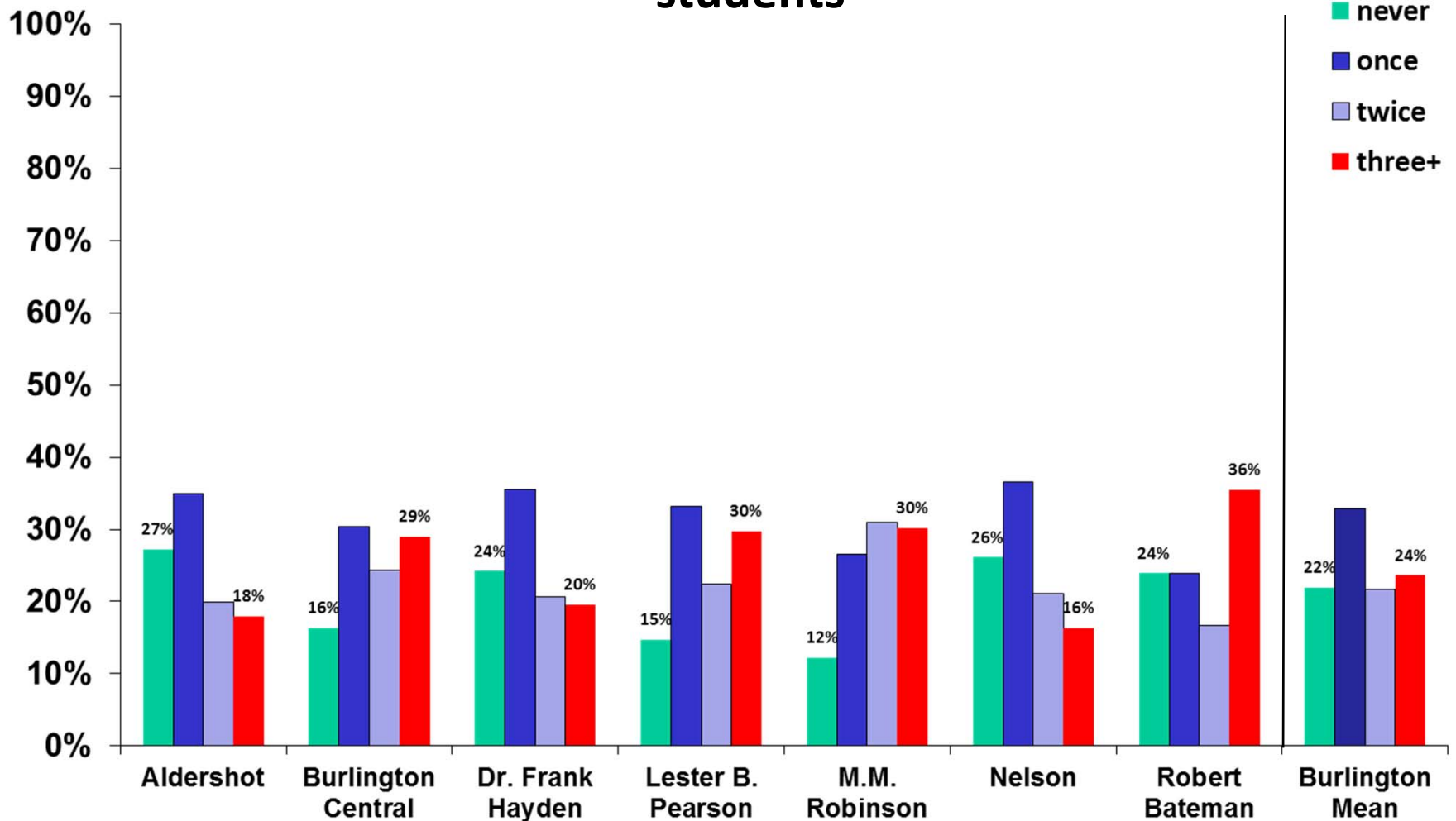
Other (please specify):

Transferred back to home school from doing a program not offered there - I had friends at that school - Did not like other school - I attended a much larger school and most if the assignments were done online which I found to be challenging - I just wanted to - because I didn't like the people at [my school] because I knew them all since kindergarten - We moved to Europe only for a year... - Moved because I train professionally – Problems – Got kicked out of school - Didn't get along with the students – bullying – closer distance to my house - to go to public school instead of catholic school – dropped out of [program] - Personal circumstances changed - Wasn't a good environment with the other students – Didn't like other school - I changed from on online school which[...] but I found that part time in a regular school was easier so I changed – closer – we travelled a lot – knew more people – personal reasons – home situation changed - Did not have a good experience with staff – did not like the school – [~50%]

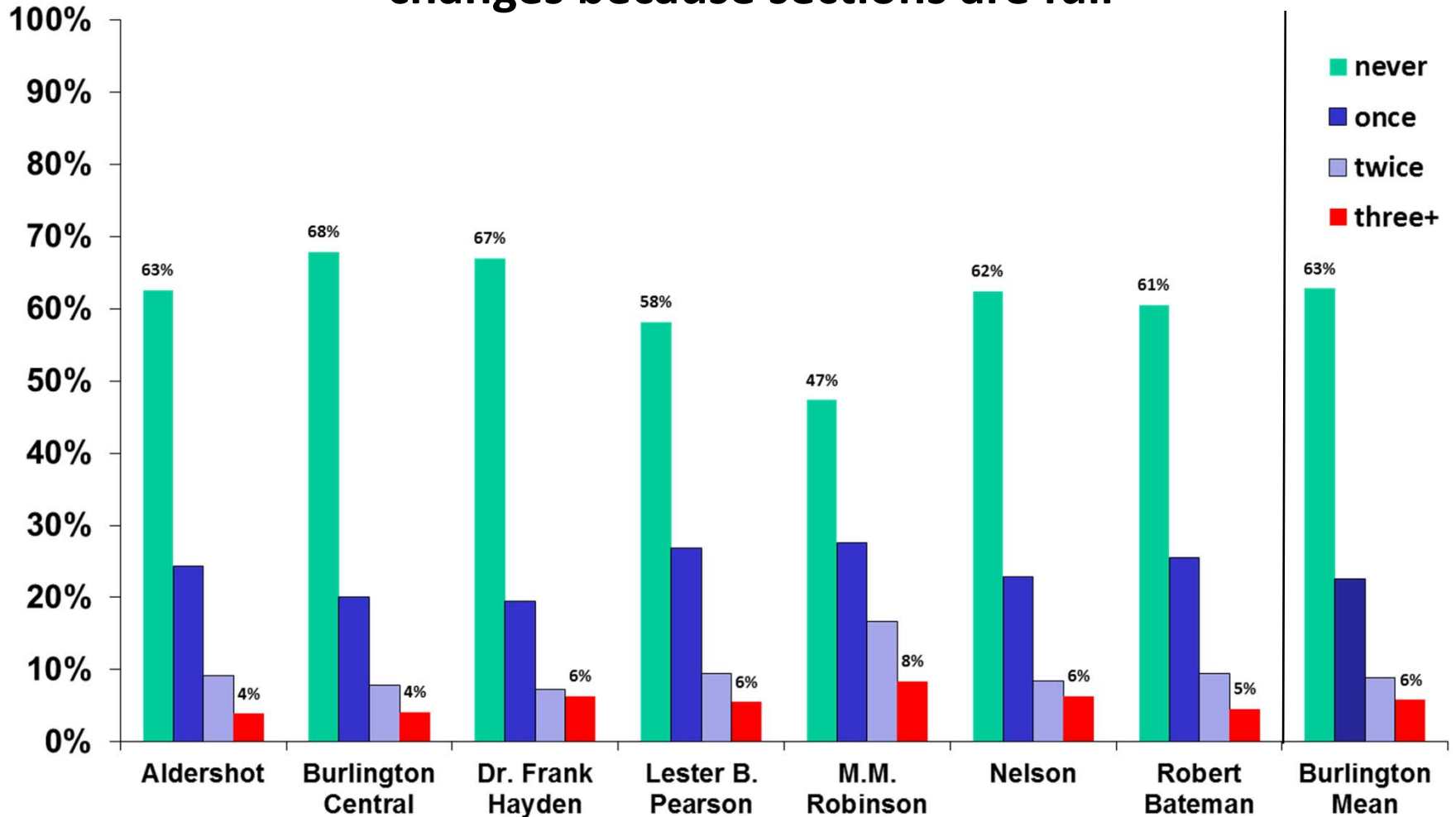
In the past year, about how many times have the following events happened to you? -- had classes with 35 or more students



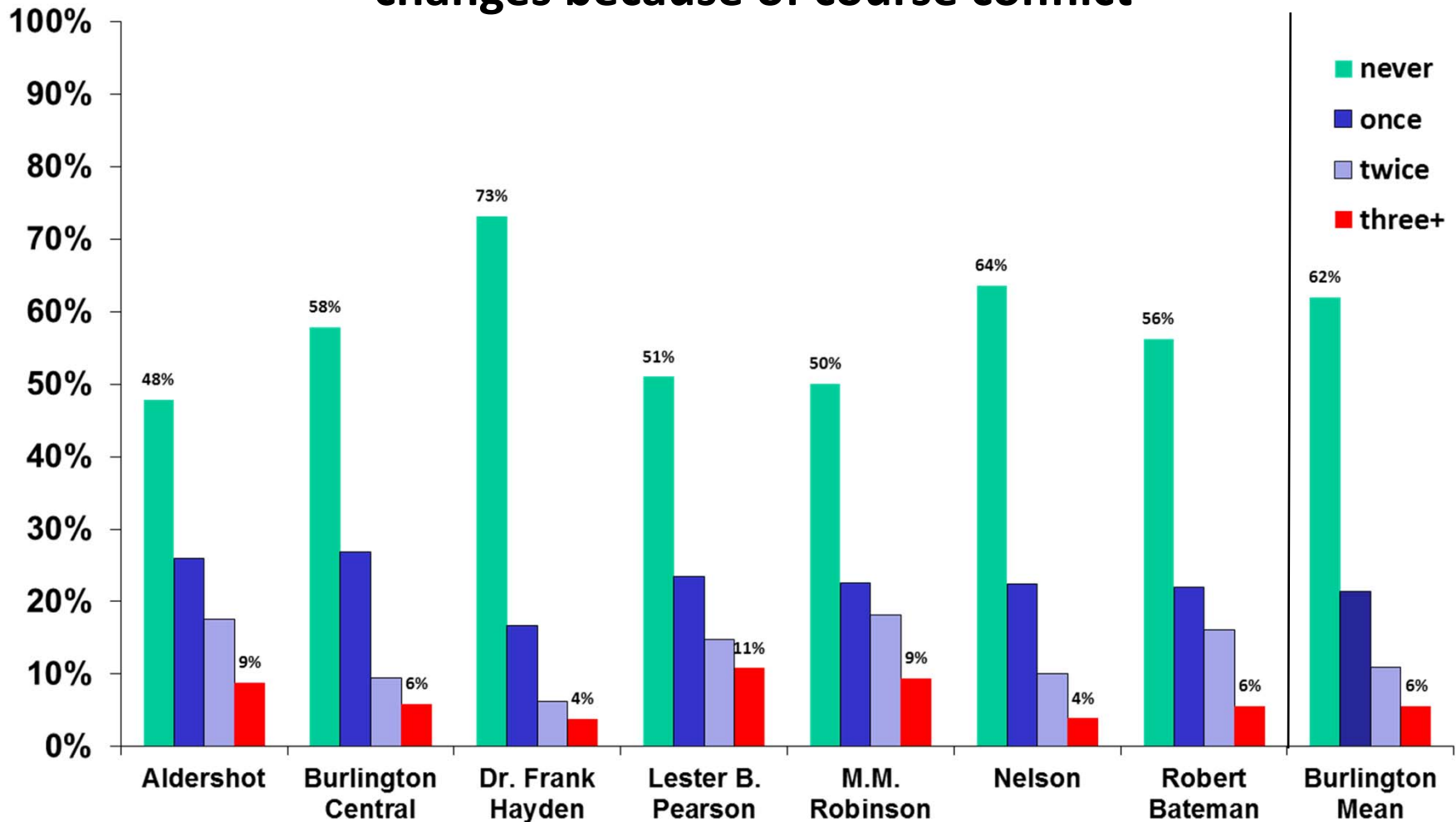
In the past year, about how many times have the following events happened to you? -- had classes with 20 or fewer students



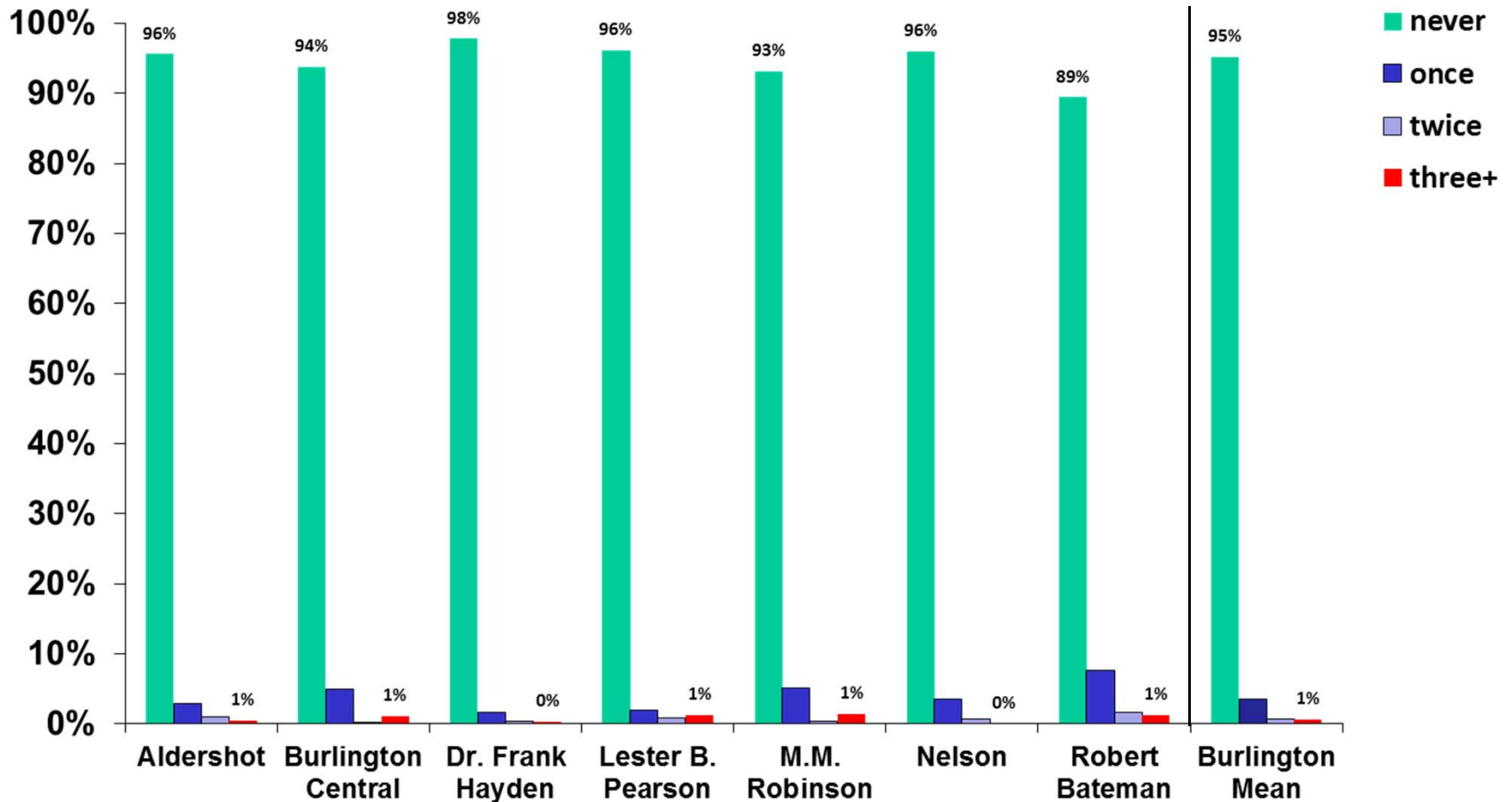
In the past year, about how many times have the following events happened to you? -- **been unable to make course changes because sections are full**



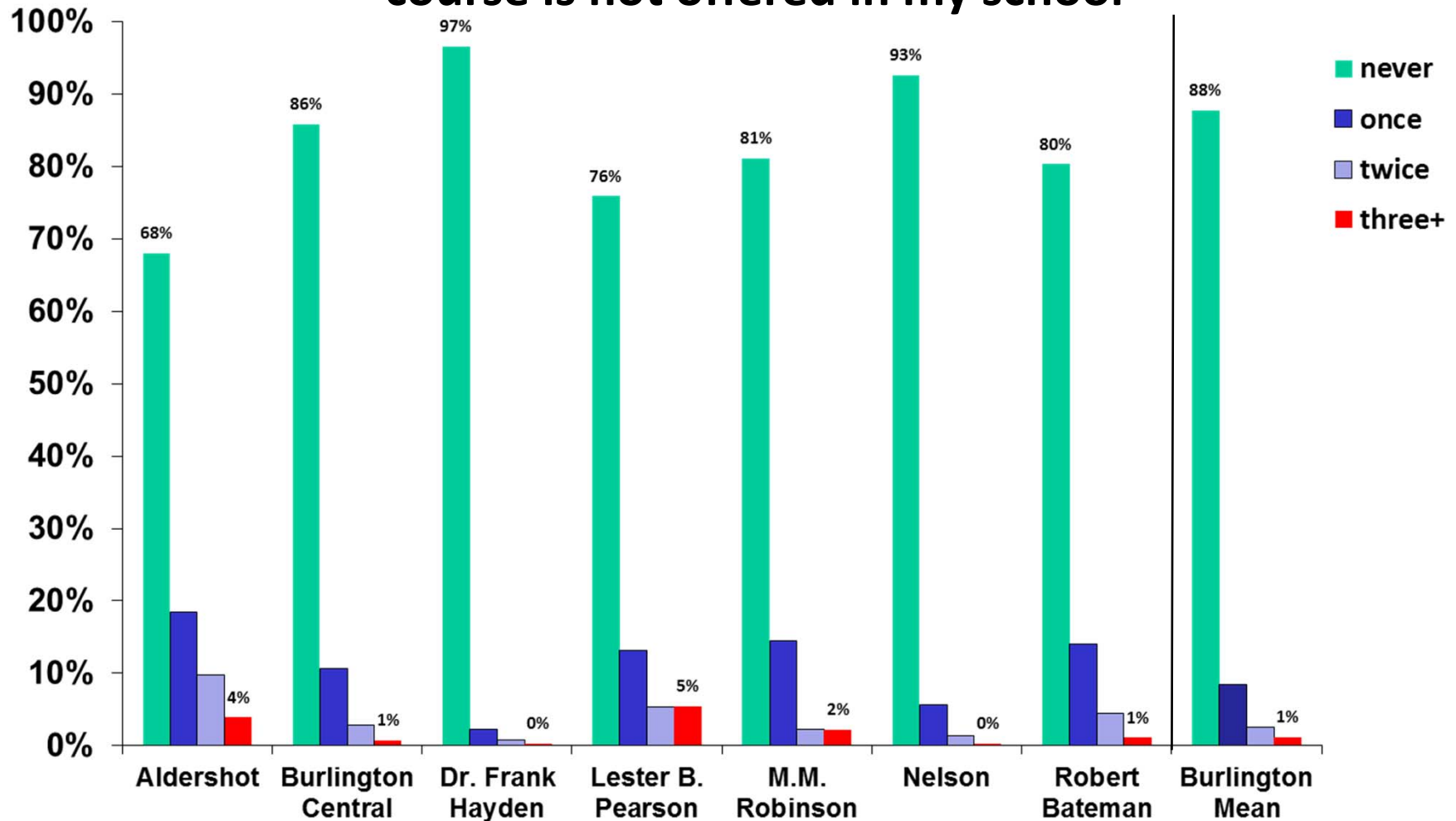
In the past year, about how many times have the following events happened to you? -- **been unable to make course changes because of course conflict**



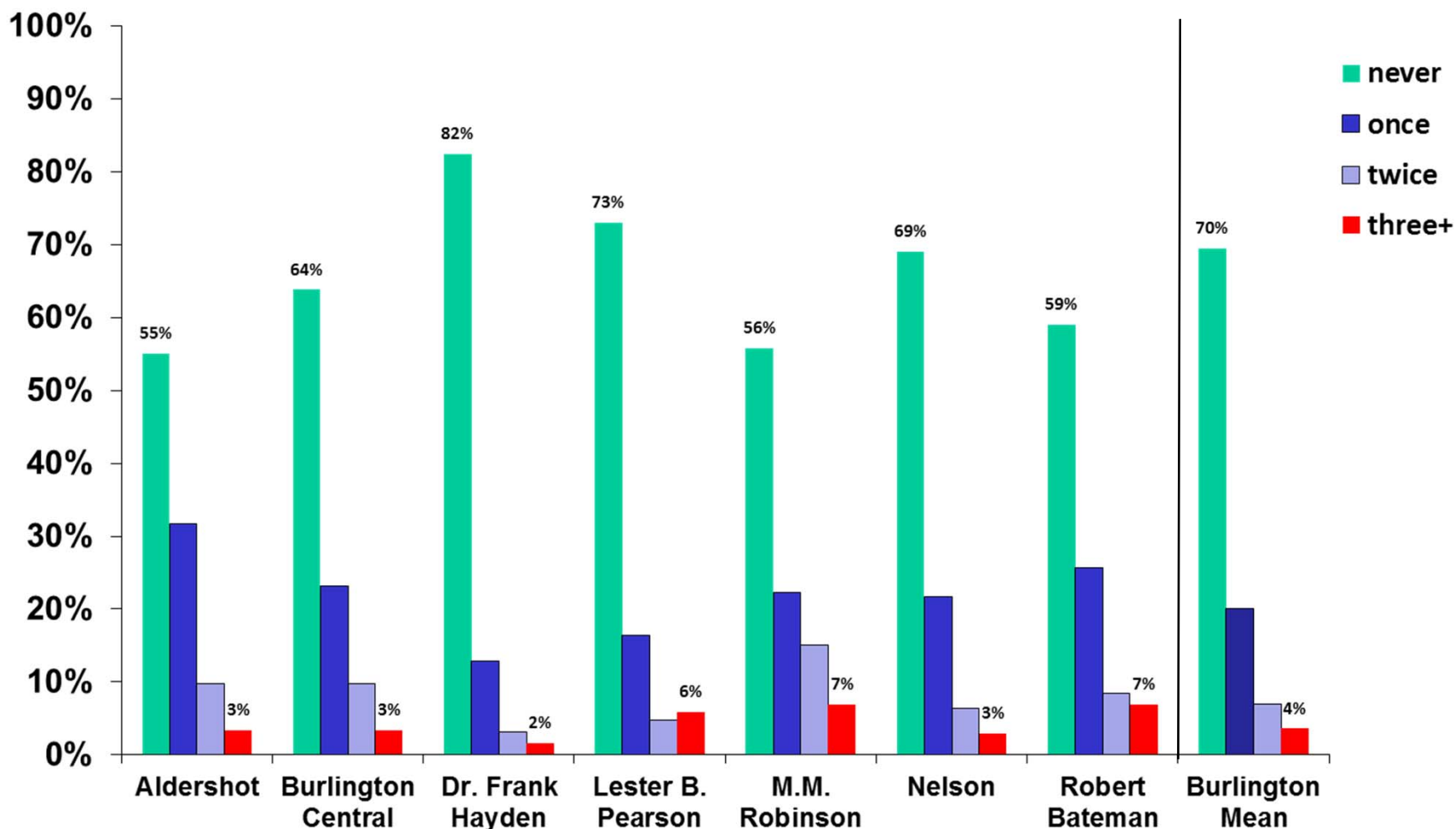
In the past year, about how many times have the following events happened to you? -- **moved to another school to take a course I need because it is not offered in my school**



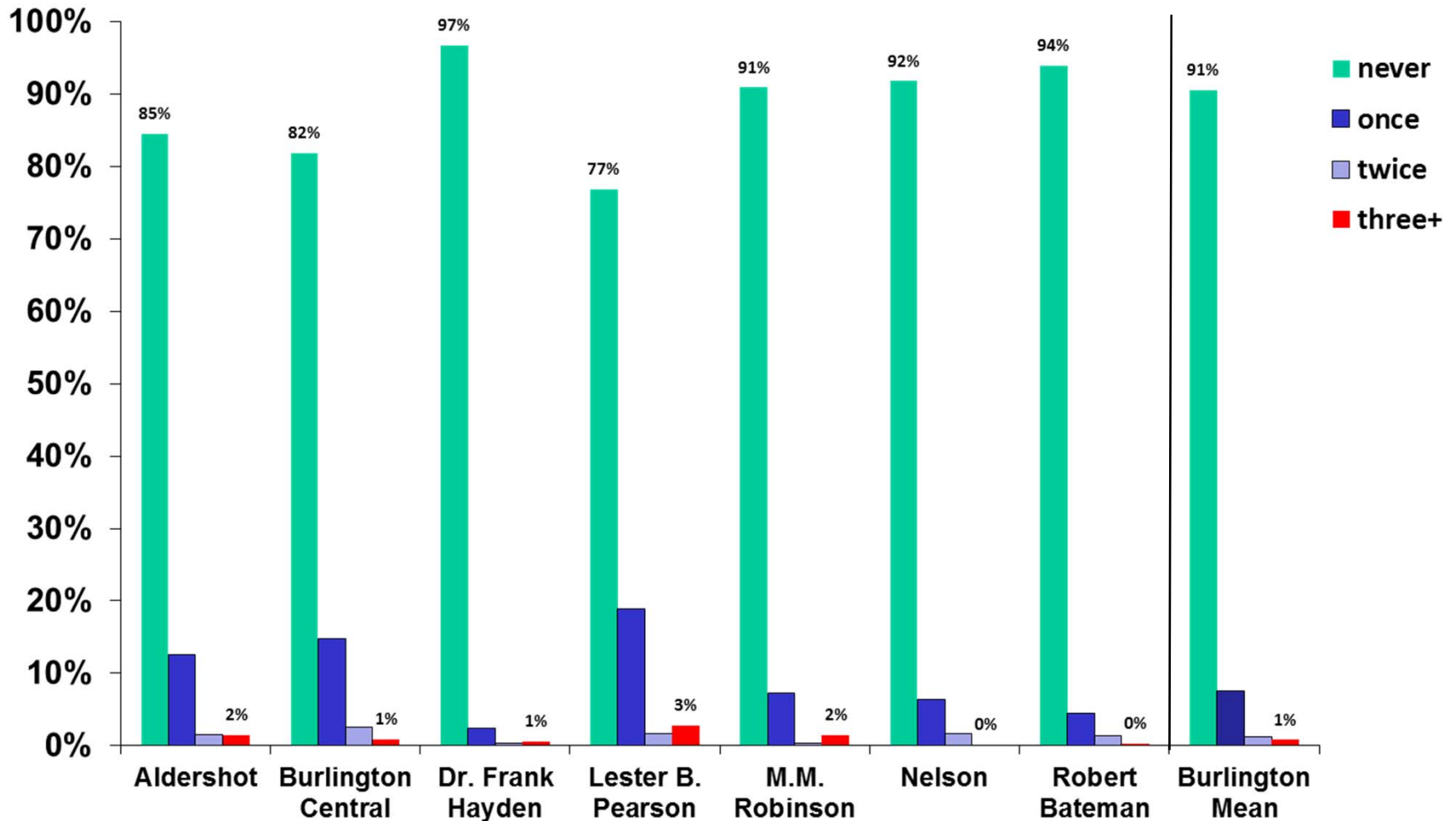
In the past year, about how many times have the following events happened to you? -- **taken a course online because the course is not offered in my school**



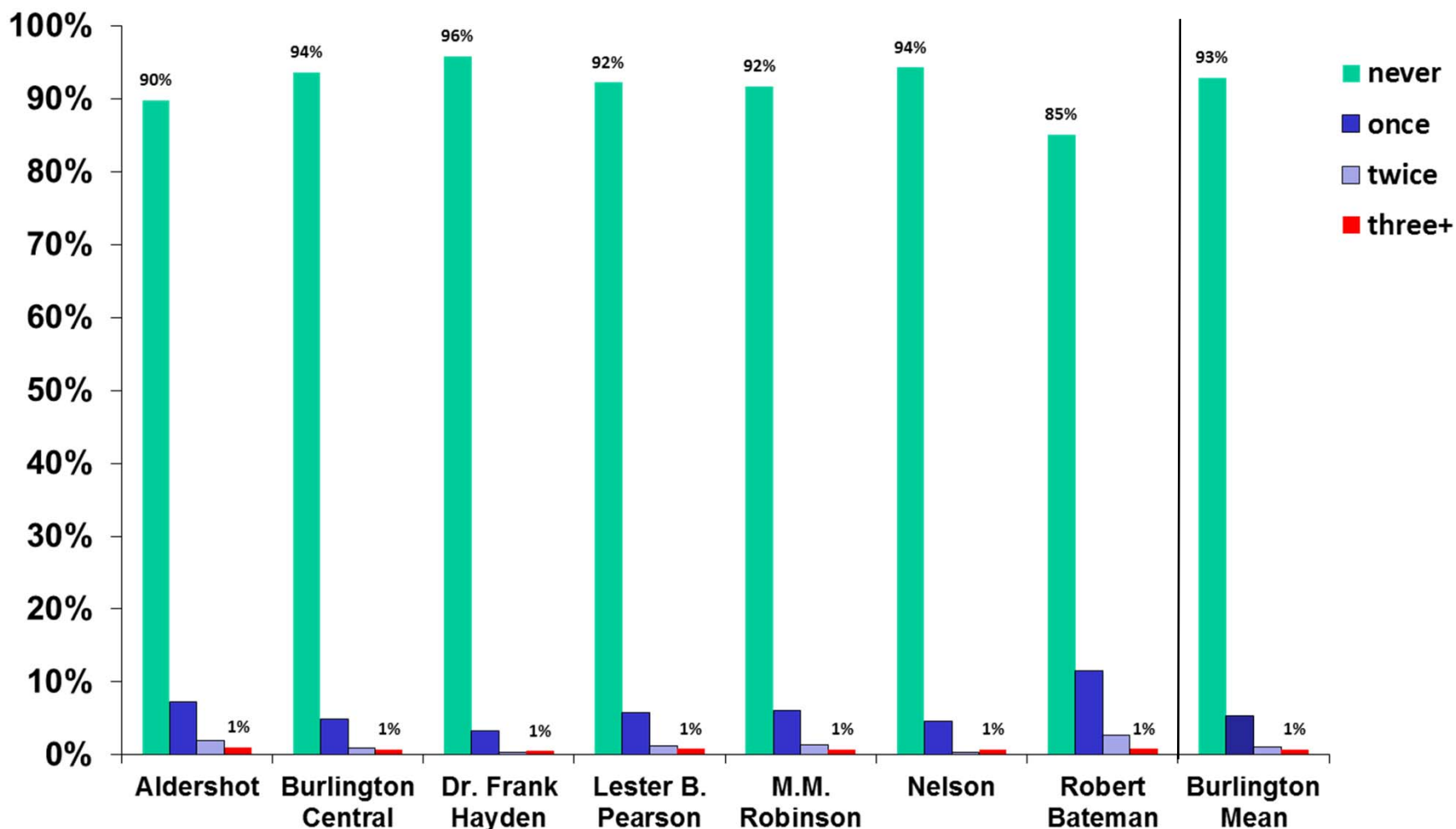
In the past year, about how many times have the following events happened to you? --
been in a course that is split/combined (e.g., grade 11/12 workplace math, taken two or more classes in the same period (split/combined))



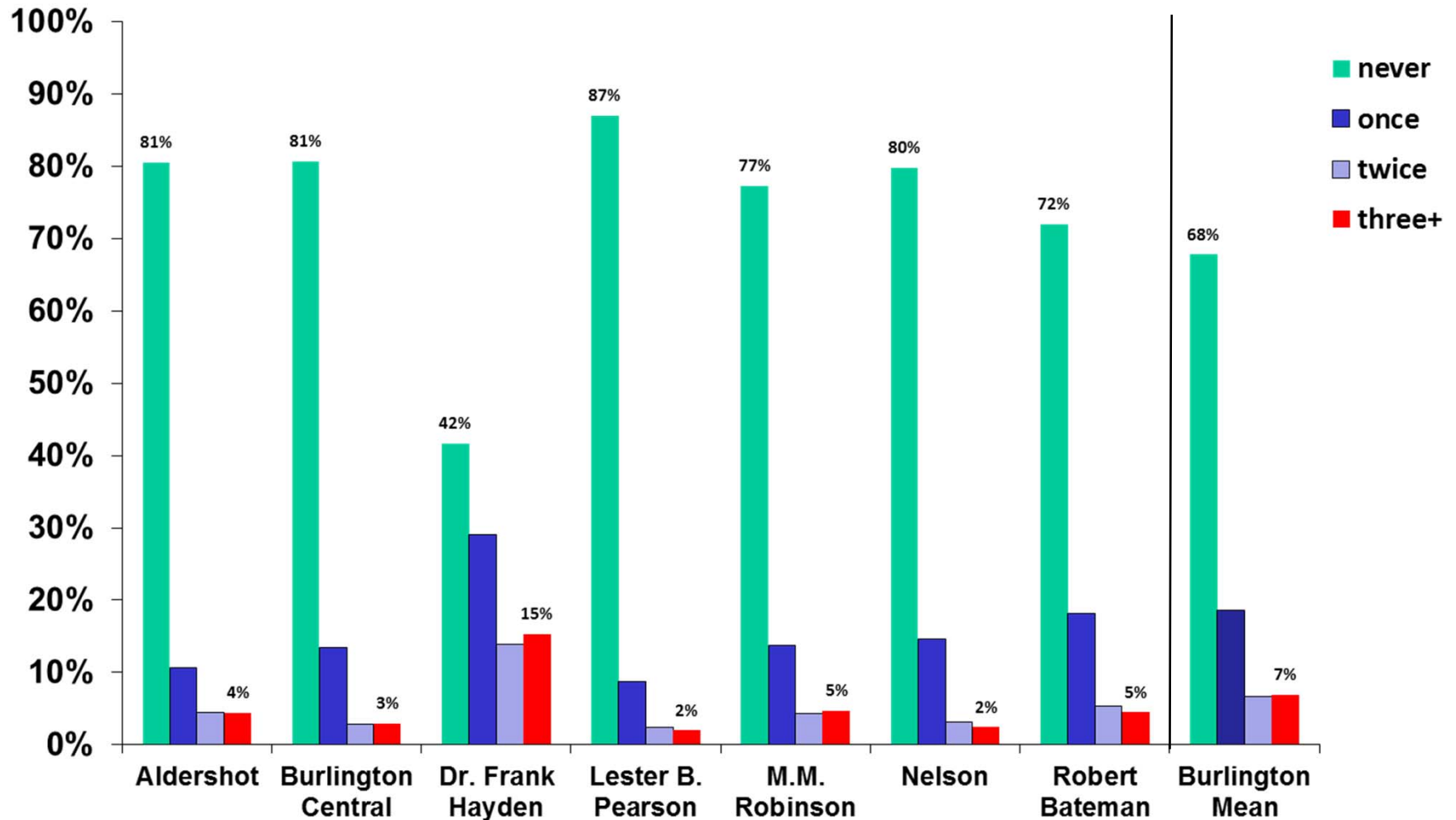
In the past year, about how many times have the following events happened to you? -- **needed a course that was only offered every other year**



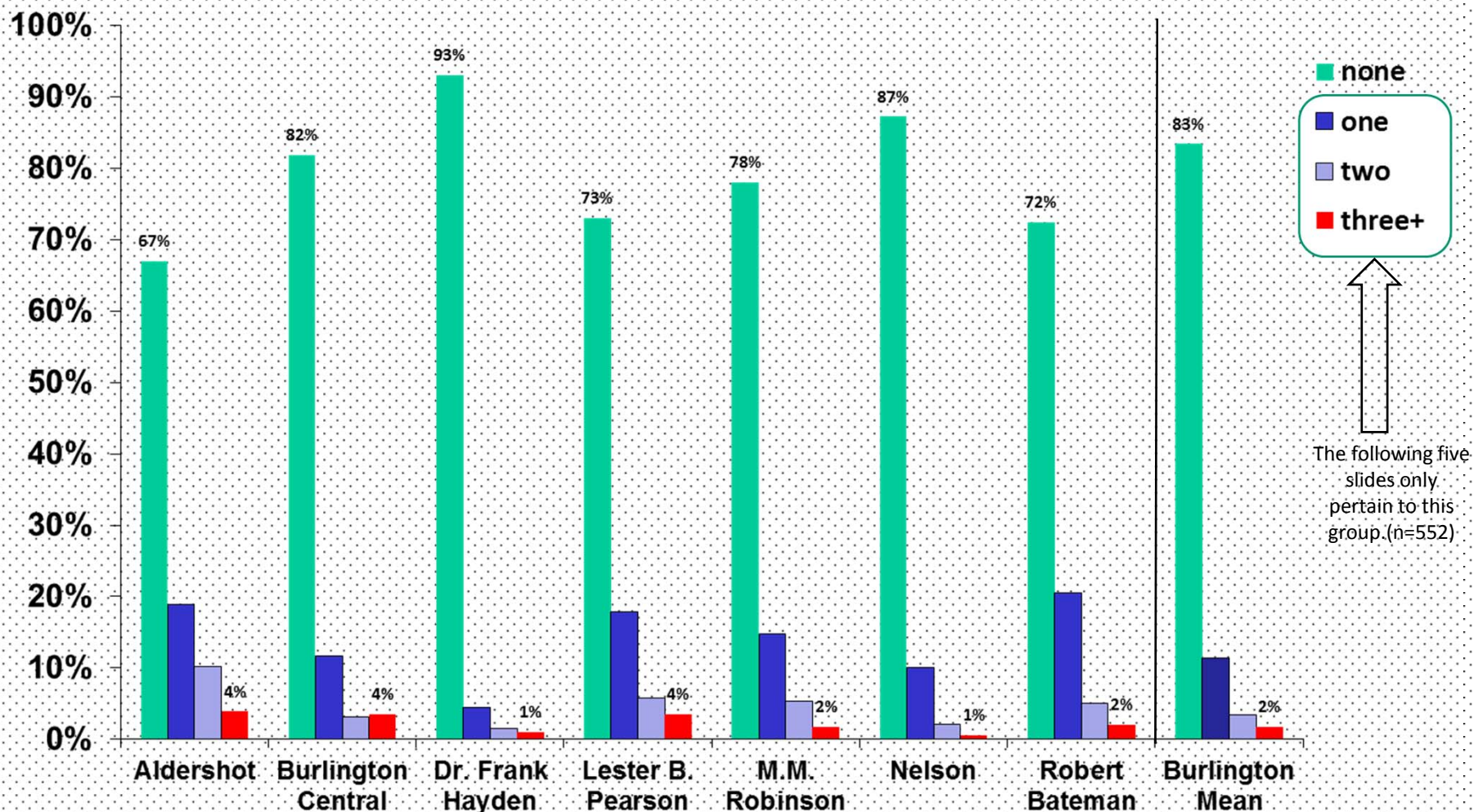
In the past year, about how many times have the following events happened to you? --
taken a course in summer, night or private school because it wasn't offered at my school



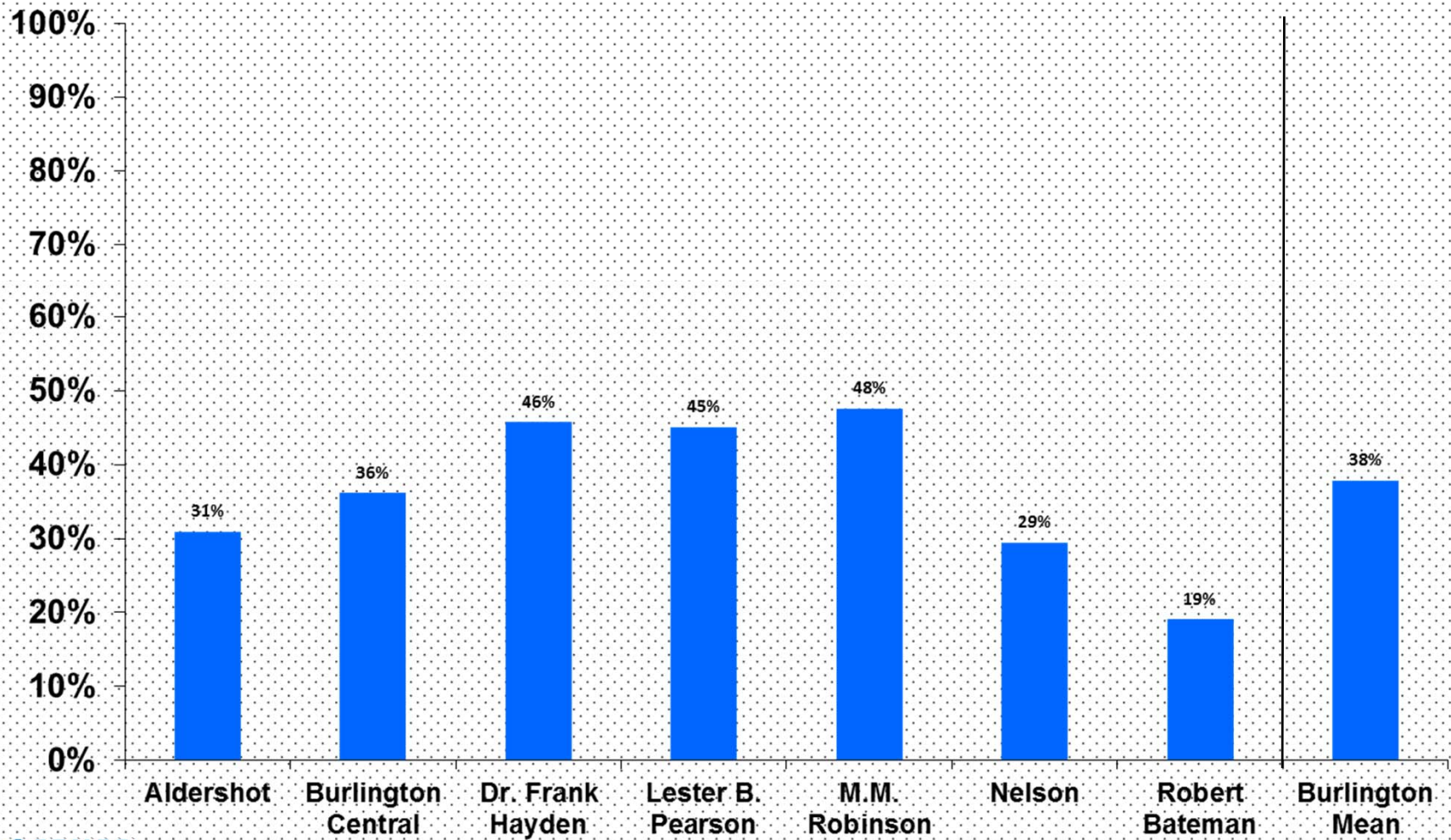
In the past year, about how many times have the following events happened to you? --
had my class in an alternative classroom (e.g. science in a class without a lab or math class in an auto shop etc.)



How many online courses have you taken in the past year (i.e. during semester 2 of 2015-16 and semester 1 of 2016-17)?

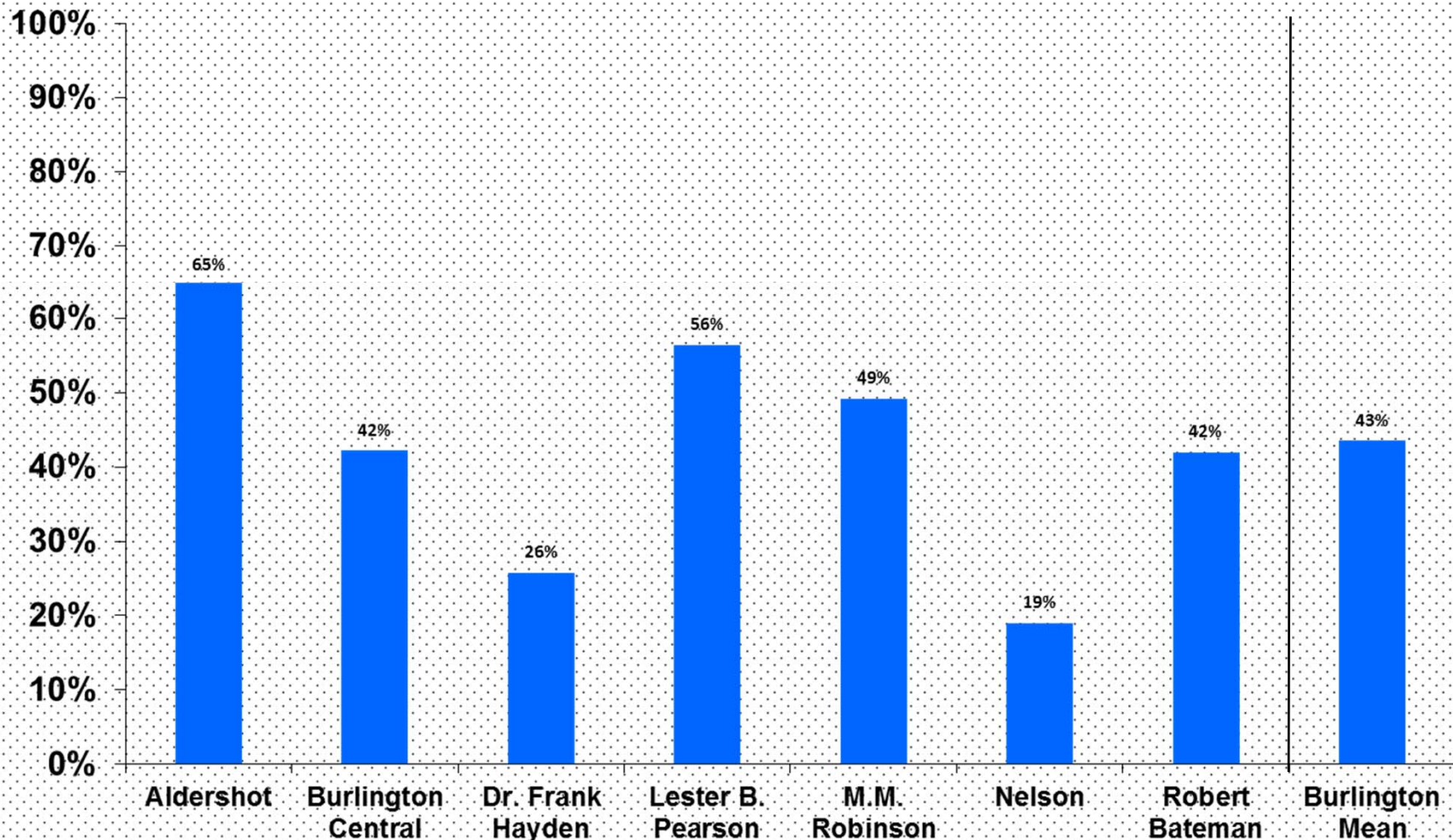


Why did you enroll in an online course (please select all that apply)? – Percent of students within group taking an online course in the past year indicating:
I prefer the online format as a learner (Total n=209)

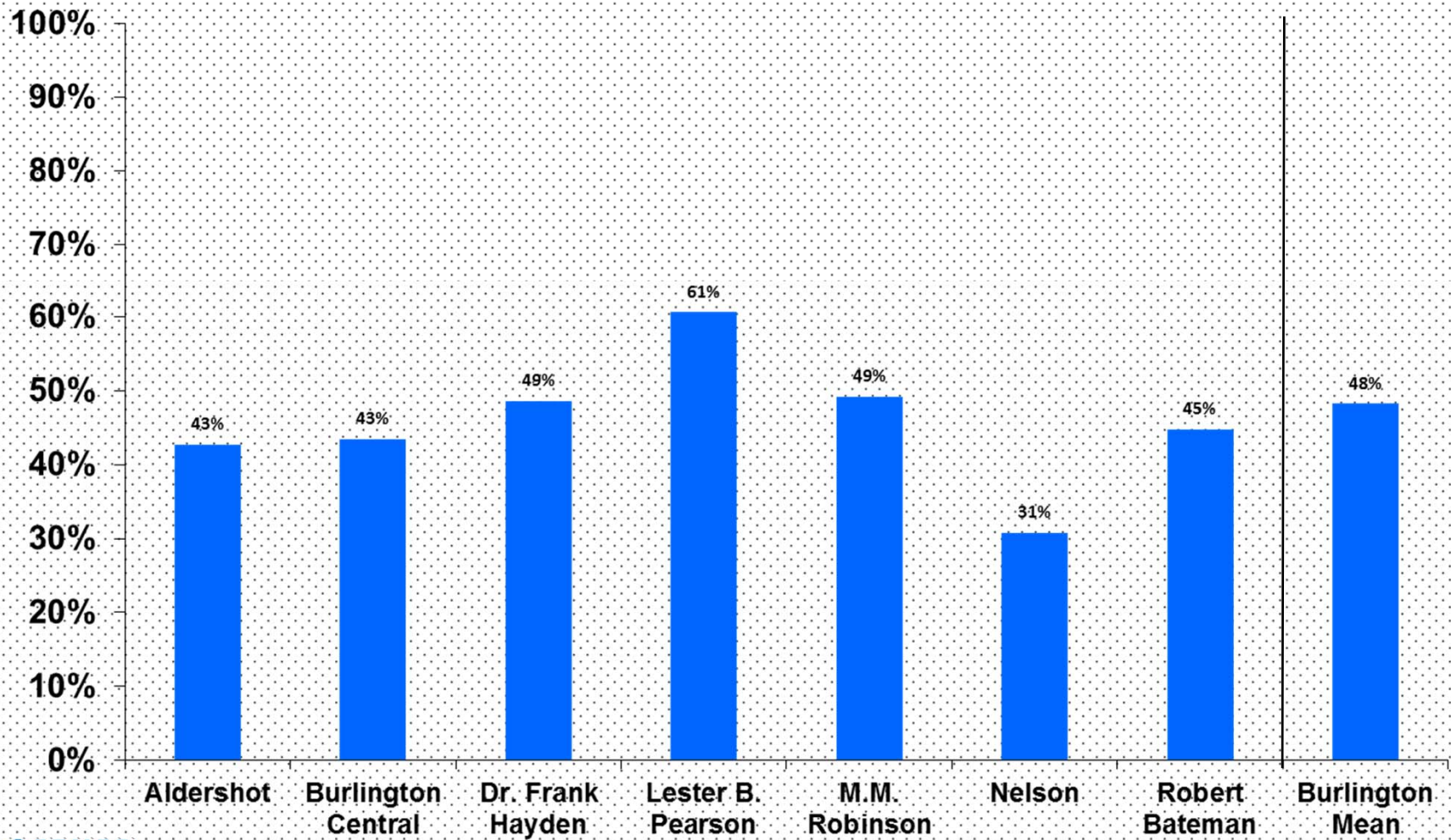


Why did you enroll in an online course (please select all that apply)? – Percent of students within group taking an online course in the past year indicating:

The course I desired was not offered at my school (Total n=240)

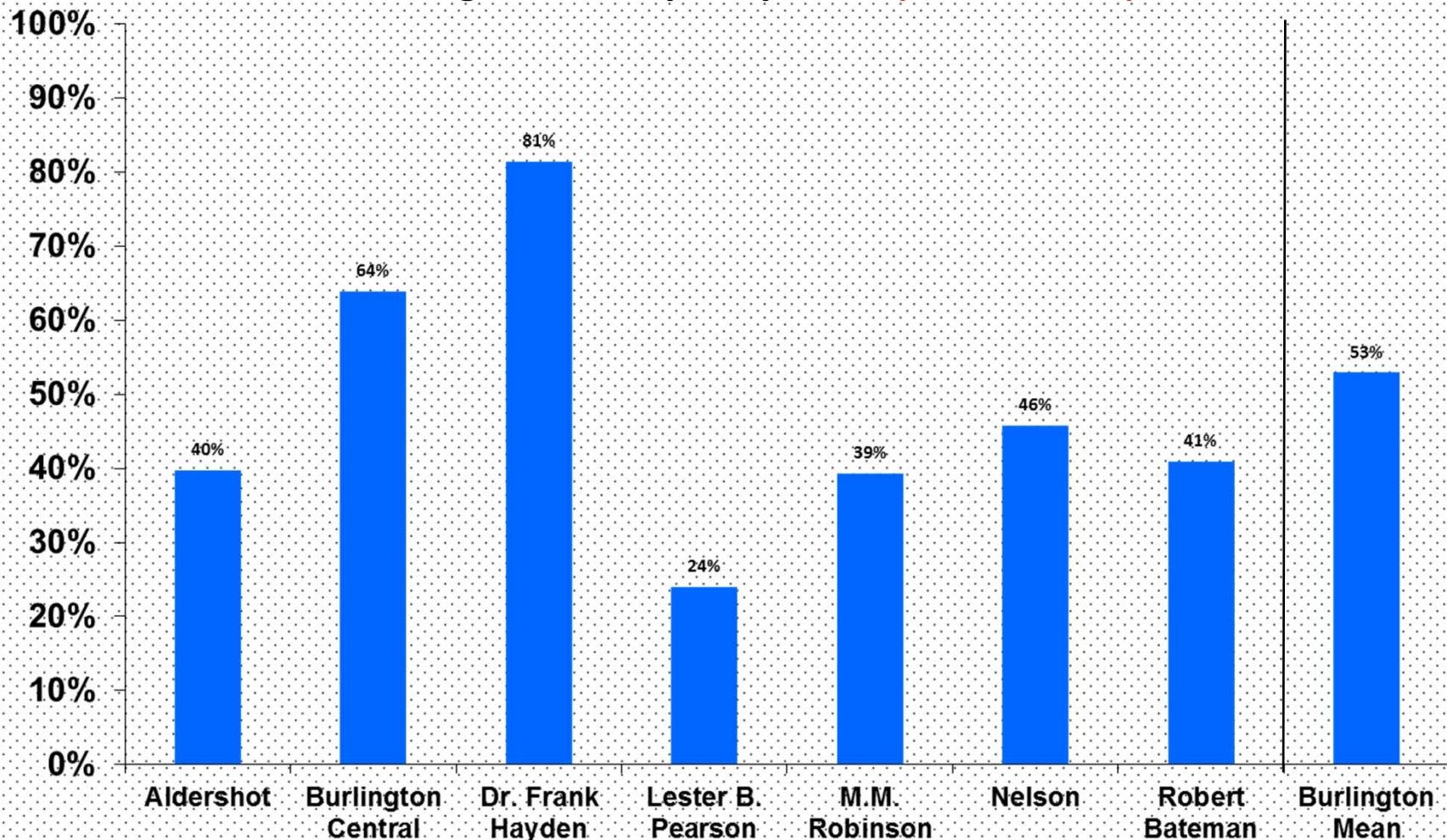


Why did you enroll in an online course (please select all that apply)? – Percent of students within group taking an online course in the past year indicating:
I could not fit the desired course into my schedule (Total n=266)



Why did you enroll in an online course (please select all that apply)? – Percent of students within group taking an online course in the past year indicating:

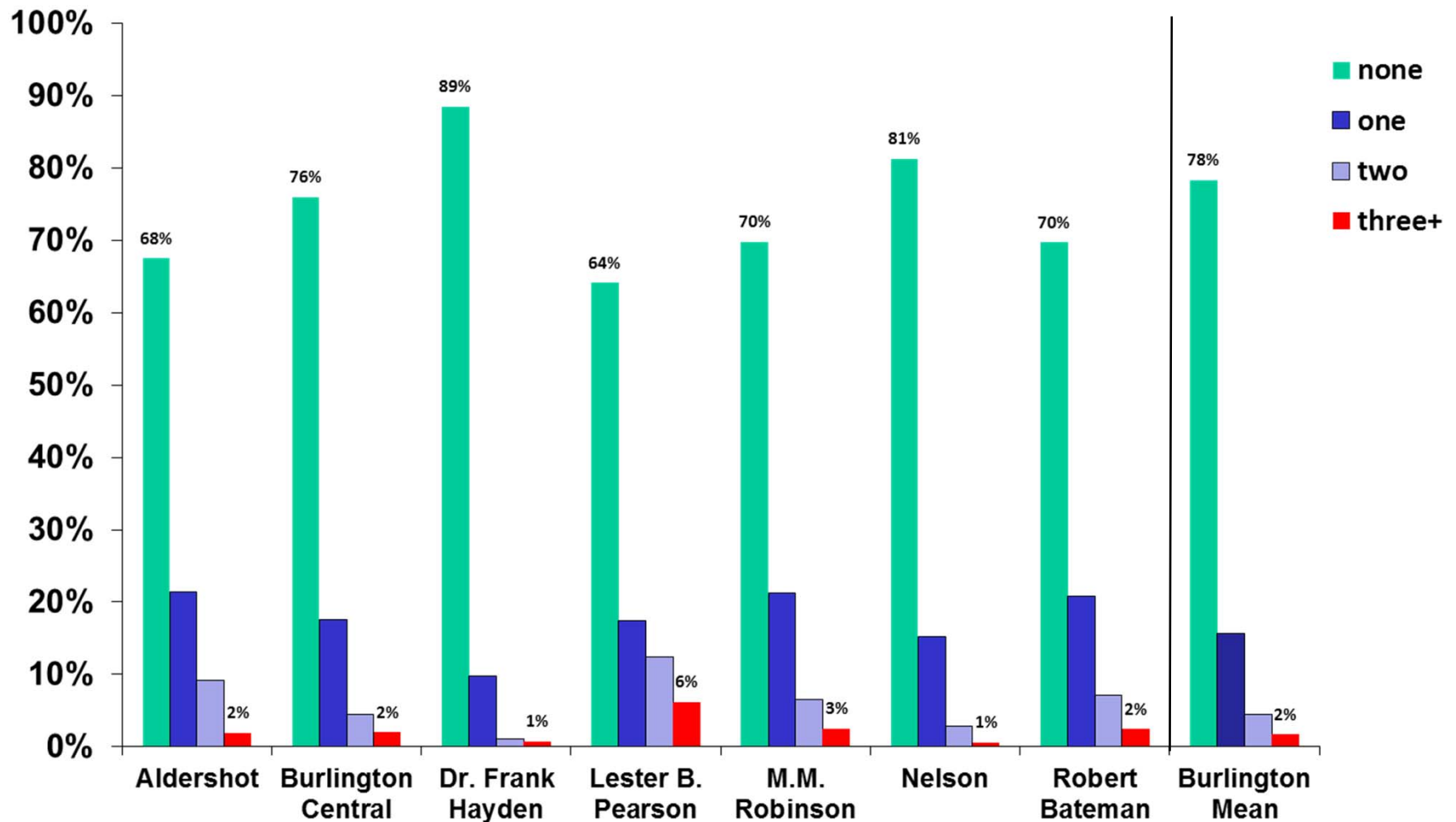
To give me a spare period (Total n=292)



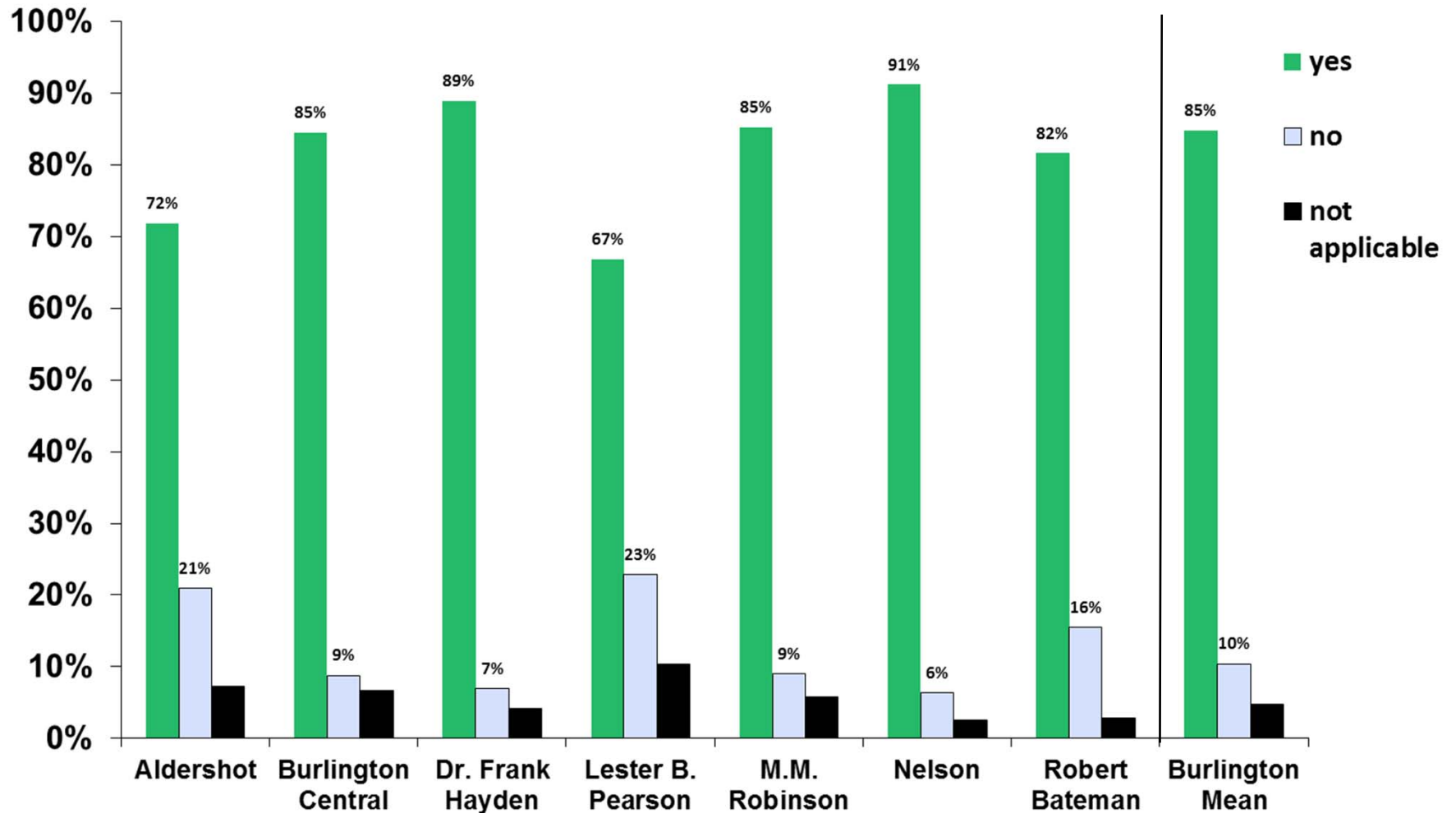
Why did you enroll in an online course (please select all that apply)? – Percent of students within group taking an online course in the past year indicating:
Other reason (please specify)

There wasn't enough students enrolled in the in-class course - To be able to take more cores next year - missed school – [conflict with teacher] - No other choices interested me - To take another course in its place by my own choice - I dropped out of a course and picked up an online - To take grade 11 math - There was a conflict with my French immersion course so I had to take it online instead of in class - As a new experience - Wanted to see how I worked independently and with an online course. New experience also many of my friends said they liked online courses last year so I thought I would give one a try - To get it over with - Want to take other courses and this was I could take online to open a spare in my schedule - Group 1 requirement - so i can get ahead - To have an extra period for biology – Try it – summer course - I wanted to try an online course to gain more learning skills like organization, self regulation etc. I also thought the course sounded extremely cool and was very targeted to my passions - Rough relationship with teachers teaching that specific subject at my school - failed a course and needed a credit - To get my remaining credit – I'm in French immersion so i don't want to have to change schools in grade 11, so I plan on taking an online French course - Because I wanted to be able to take 4 electives in grade 10 so I did civics during summer – wanted self-paced learning – Independence - I'm a part time student so I needed to take an online course - To make up for a missing credit – sports – class too full – extra credit - [to accommodate other obligations i.e. dance] [~50%]

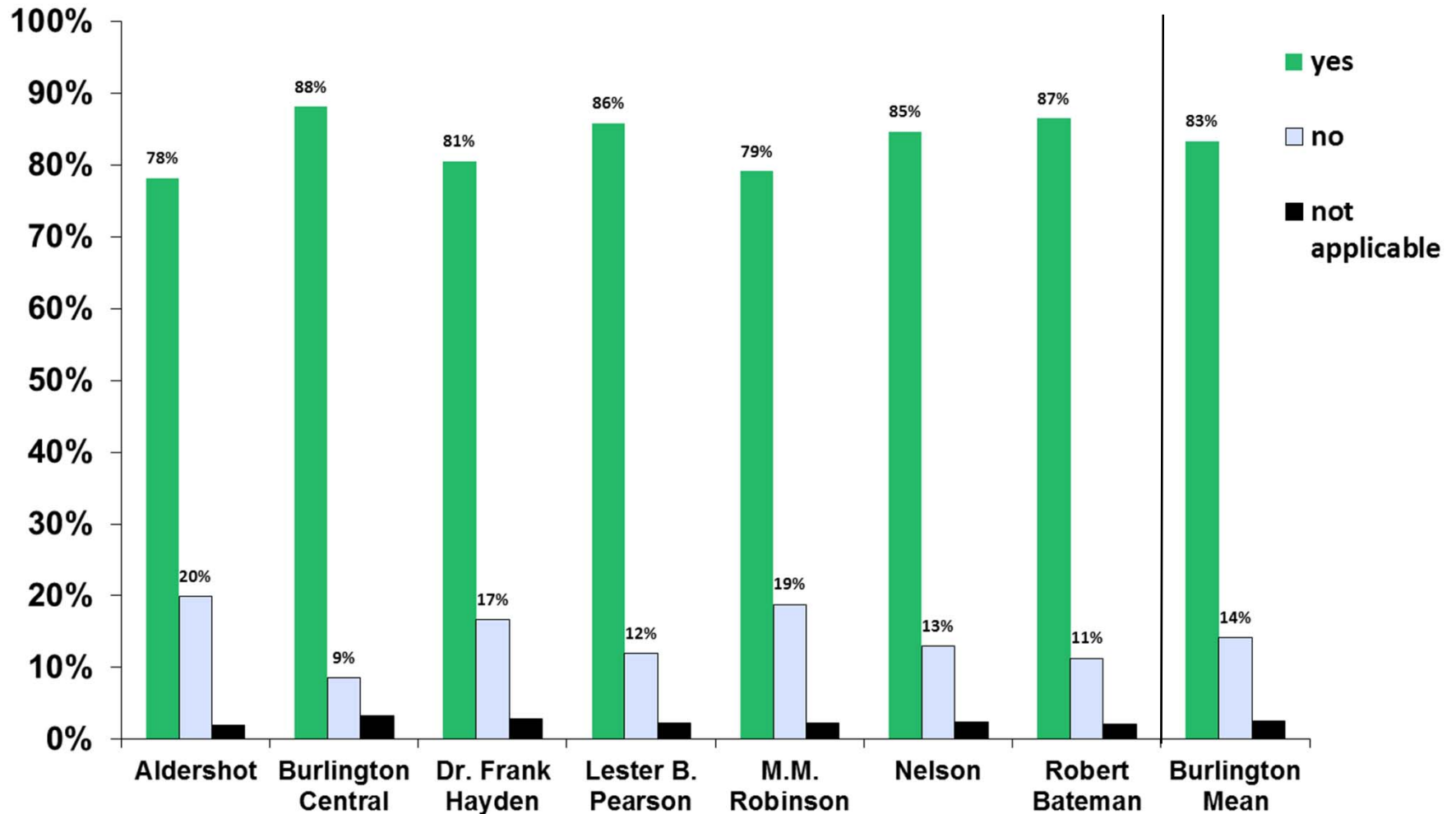
How many online courses will you take this year (2016-17)?



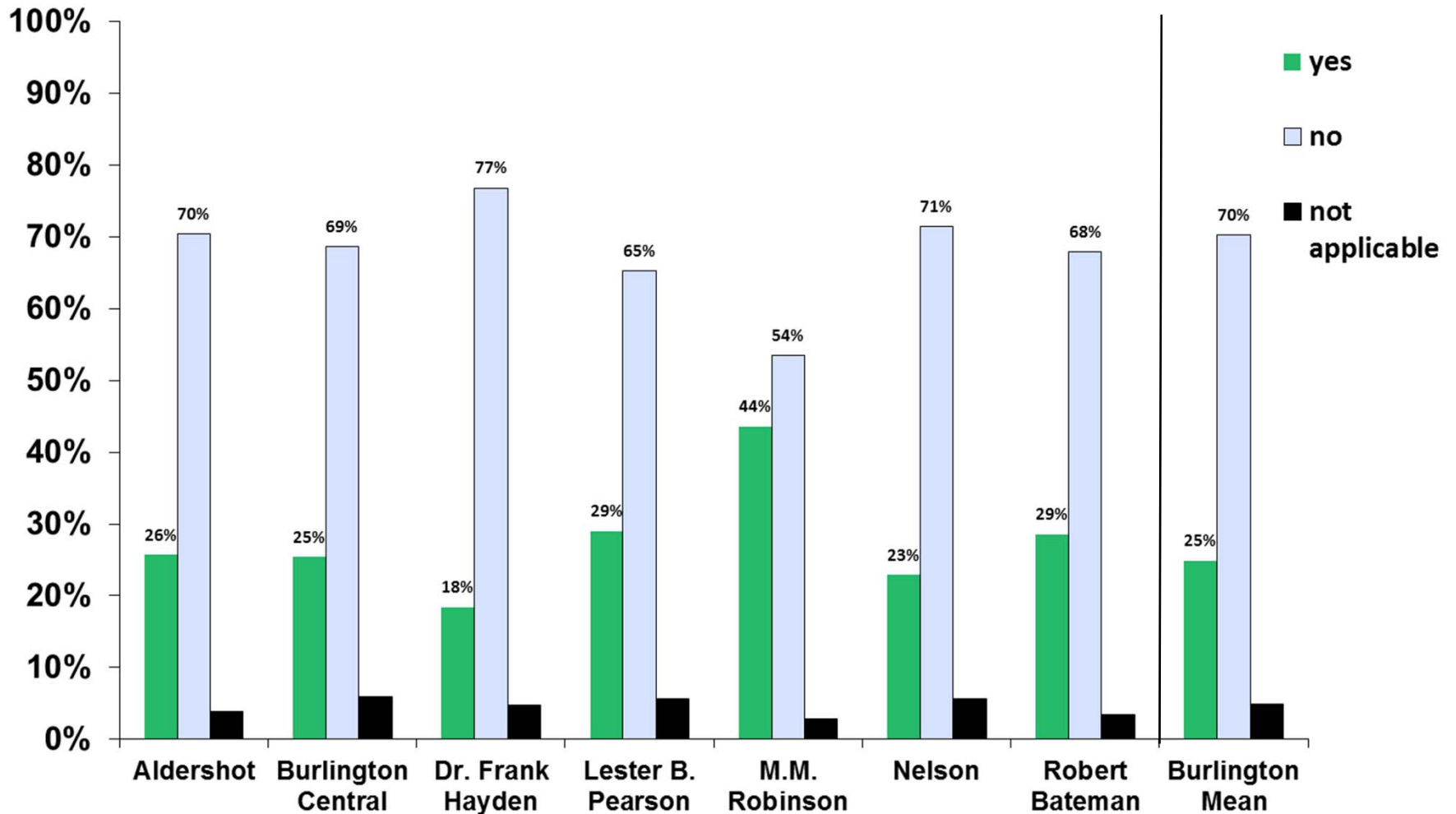
Please indicate whether you agree or disagree with the following statements:
 -- **My school has a variety of courses that satisfy my pathway requirements.**



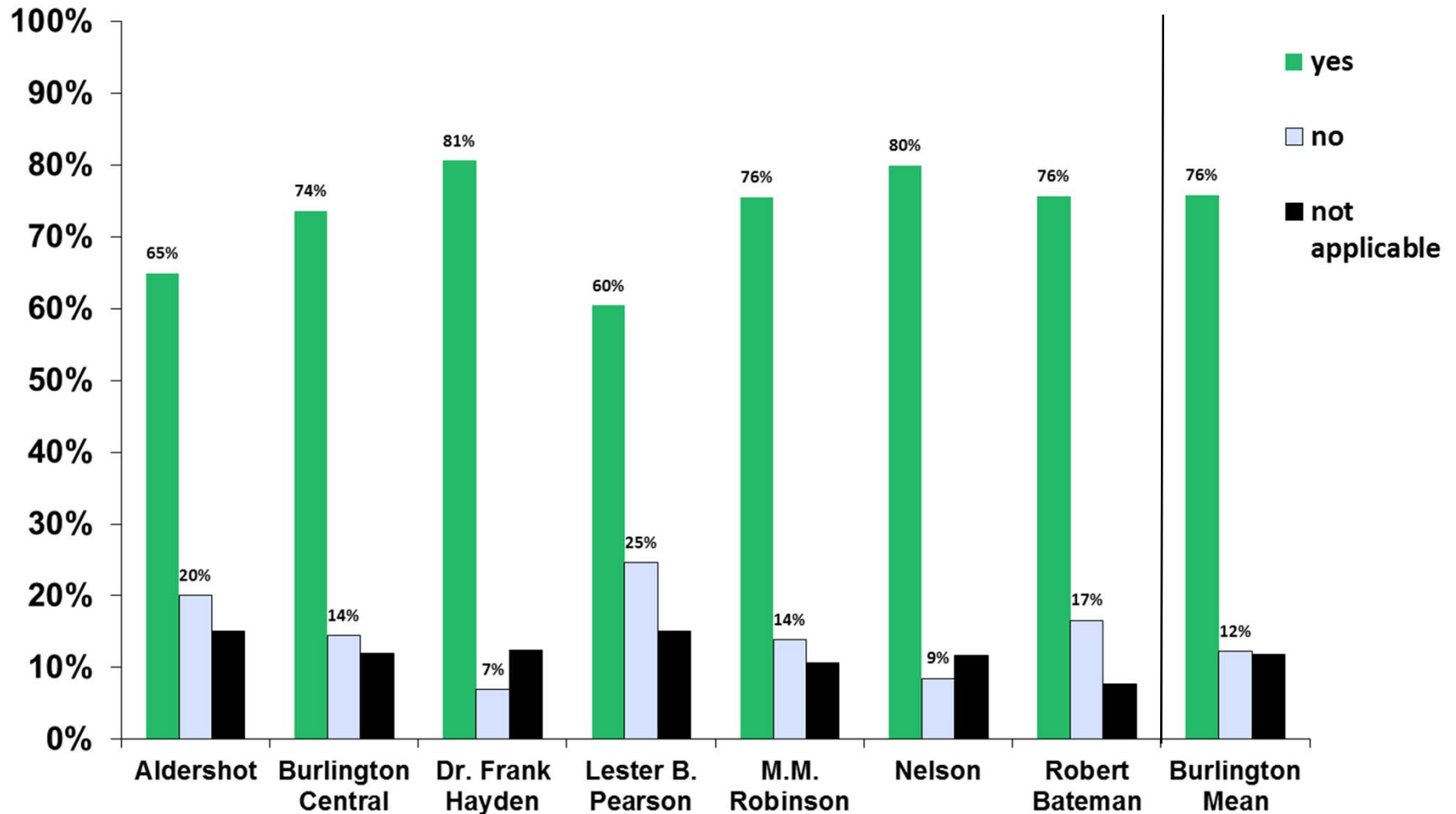
Please indicate whether you agree or disagree with the following statements:
 -- **My classes are a good size for my learning (e.g., not too many or too few students).**



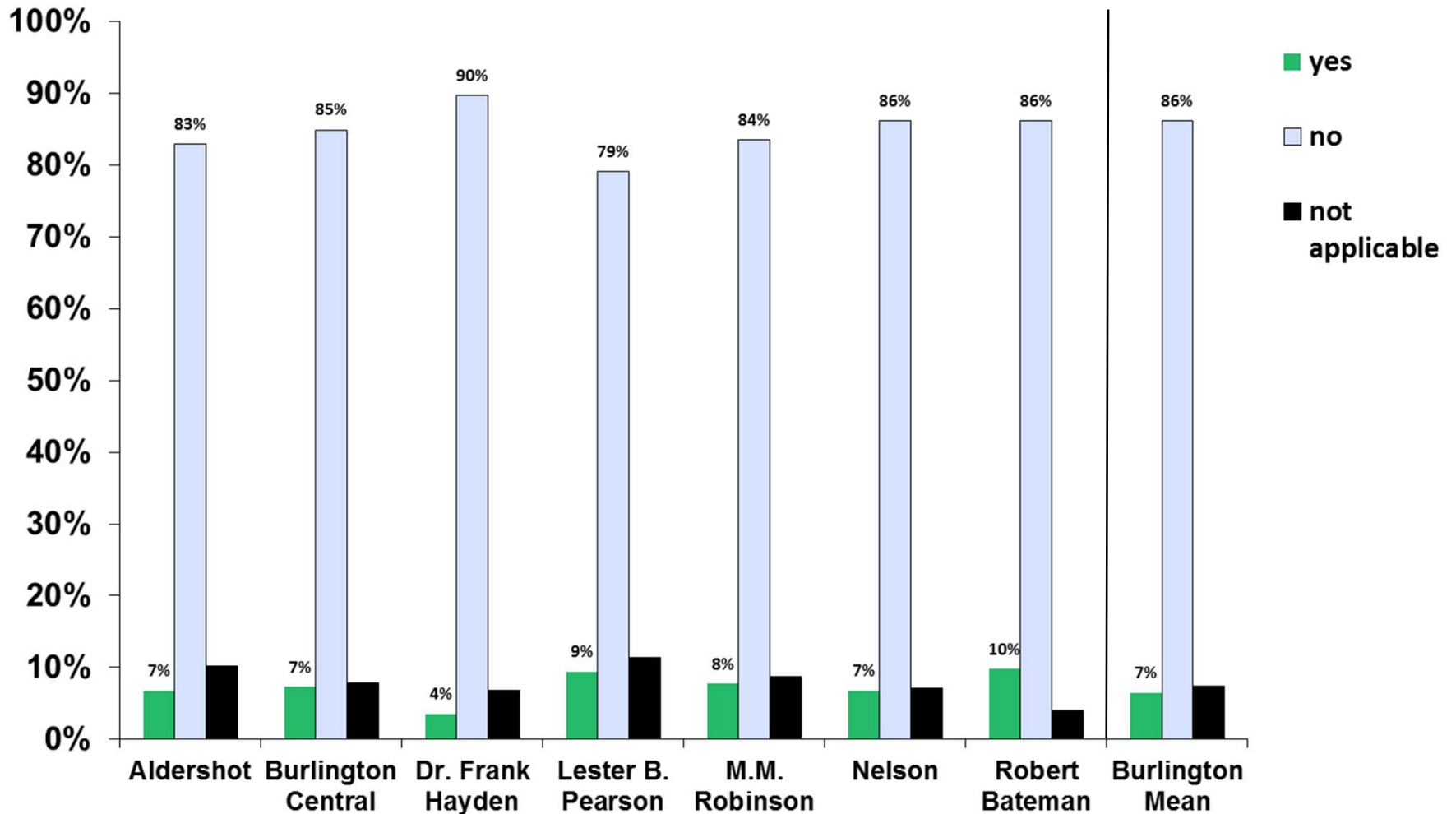
Please indicate whether you agree or disagree with the following statements:
-- I have taken courses I didn't want to because there were no spaces available in other courses



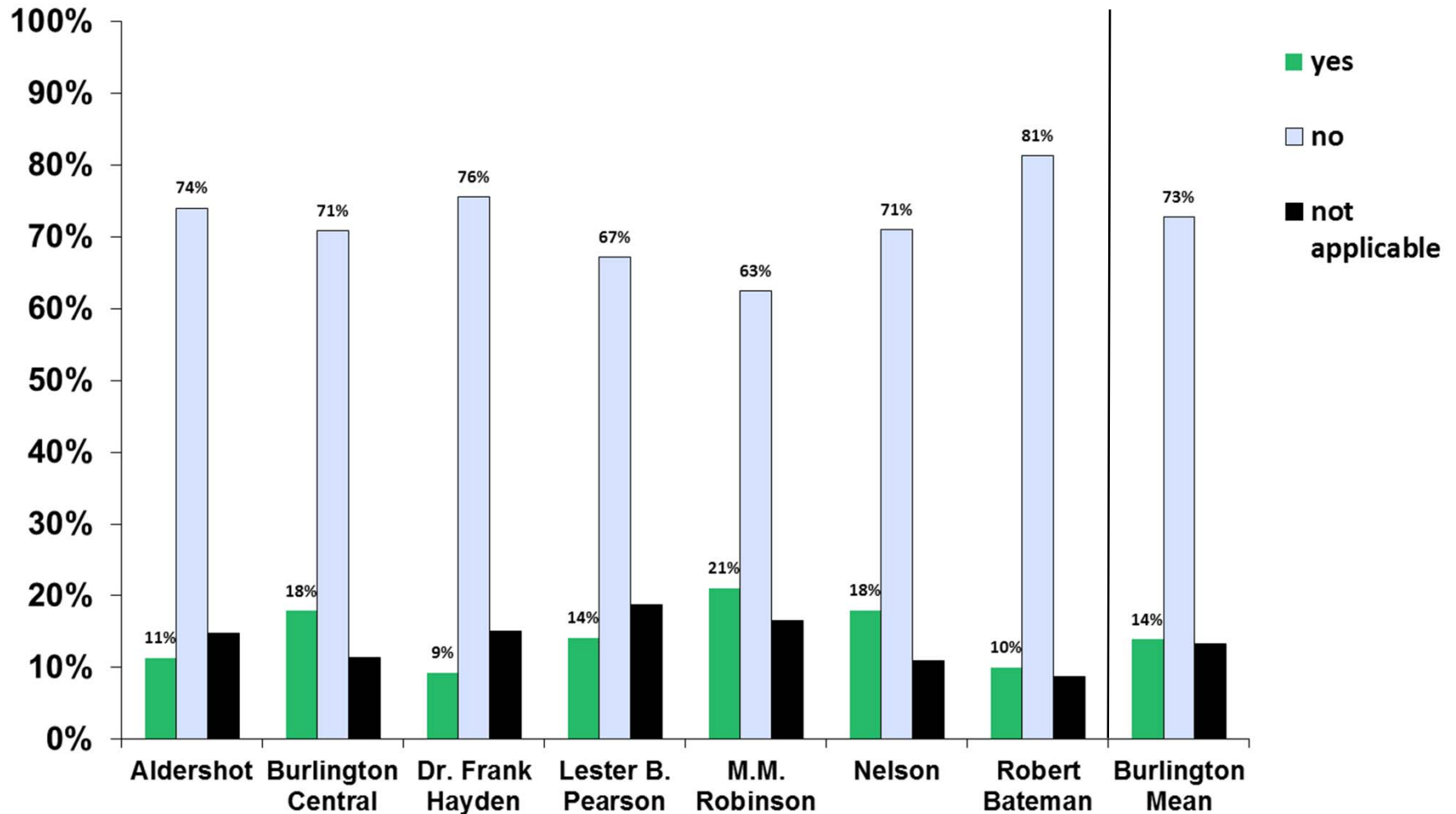
Please indicate whether you agree or disagree with the following statements:
-- The courses that I need for my post secondary plans are offered by my school every year.



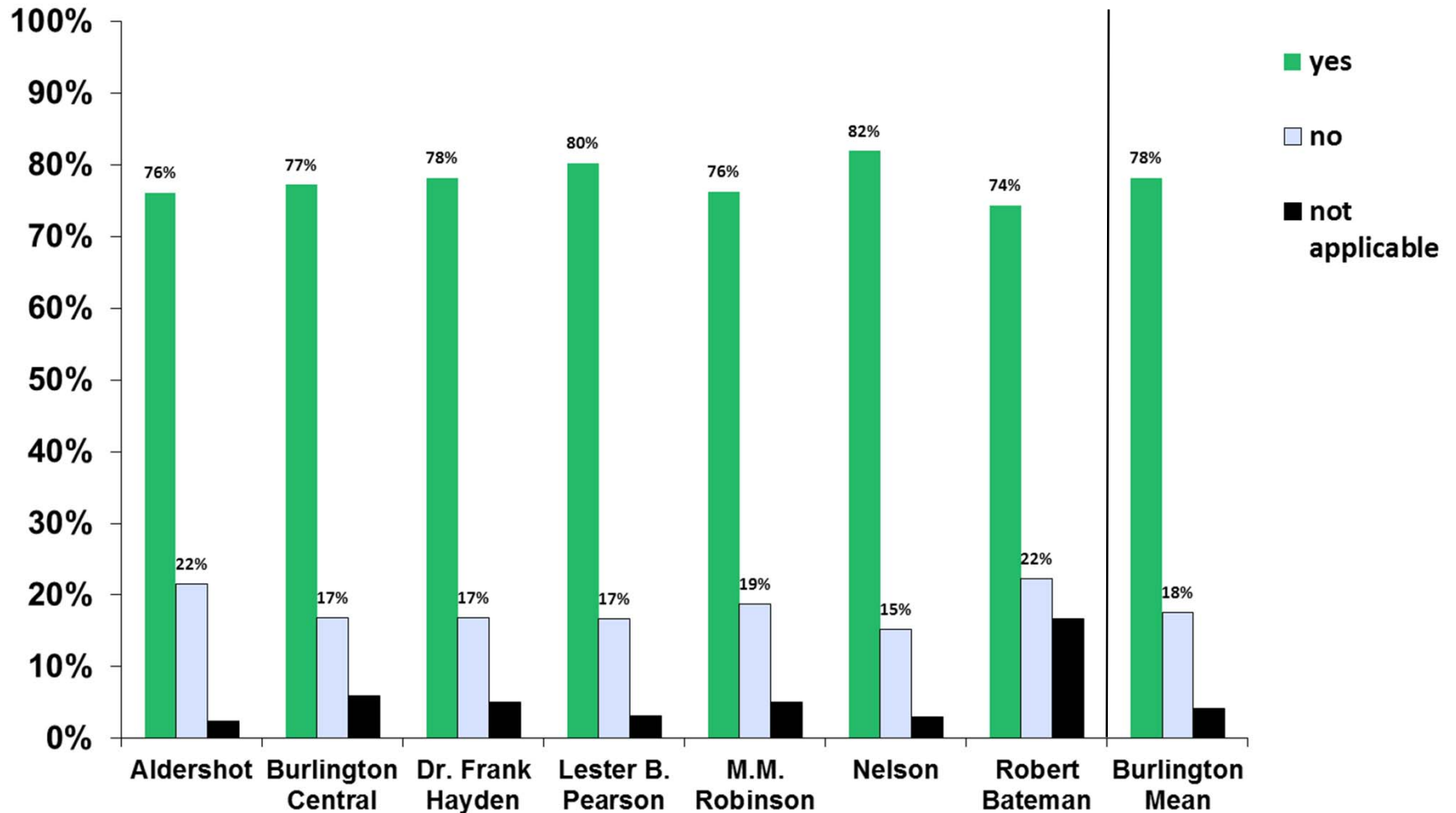
Please indicate whether you agree or disagree with the following statements:
-- I have switched my post secondary pathway plan because the courses I require are not offered at my school.



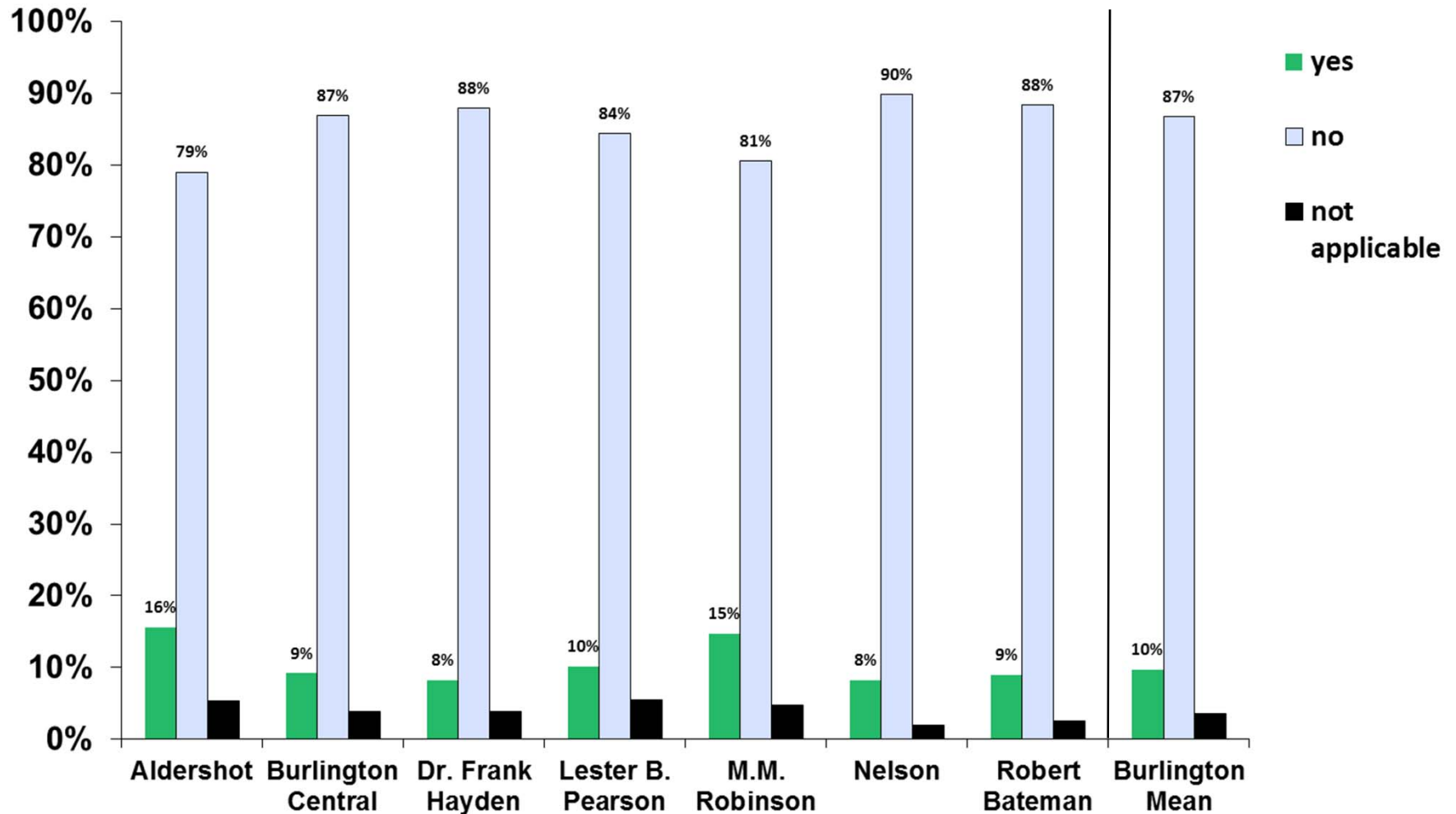
Please indicate whether you agree or disagree with the following statements:
 -- I have returned or may need to return for a fifth year so I meet my post secondary requirements.



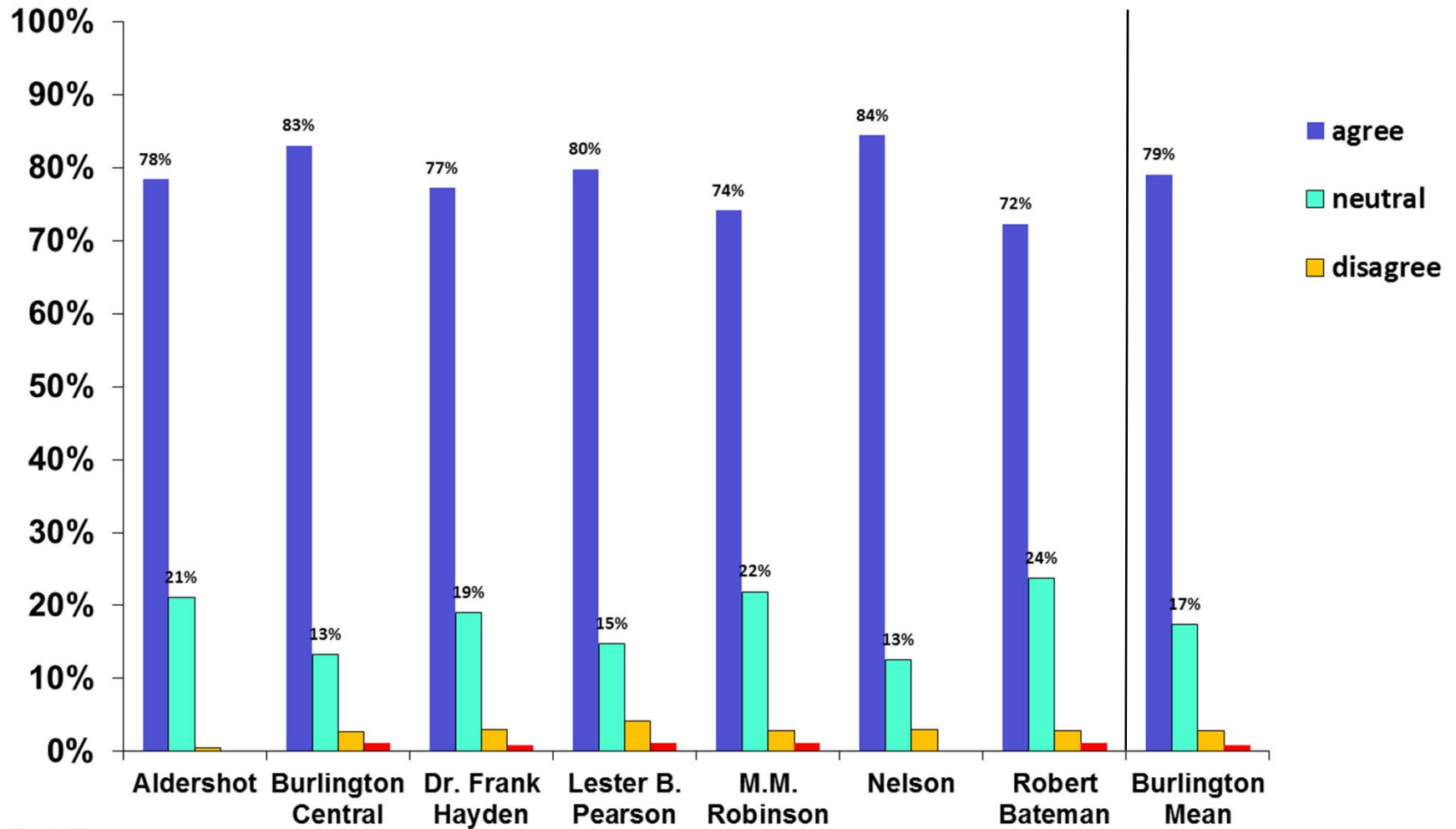
Please indicate whether you agree or disagree with the following statements:
 -- There are sports or clubs that meet my interests



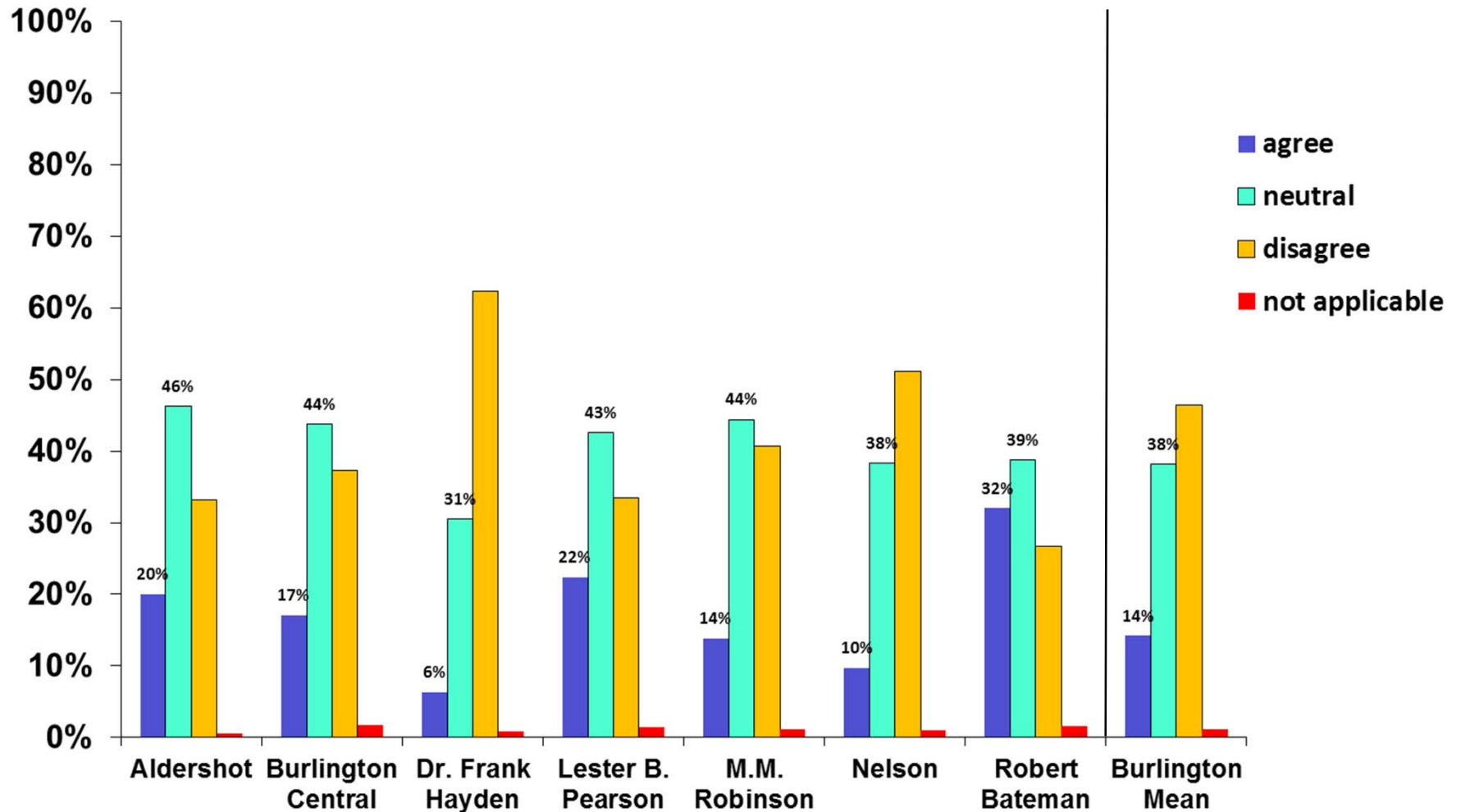
Please indicate whether you agree or disagree with the following statements:
 -- I have gone to another school to participate in a sport/club (e.g., football, rugby, band).



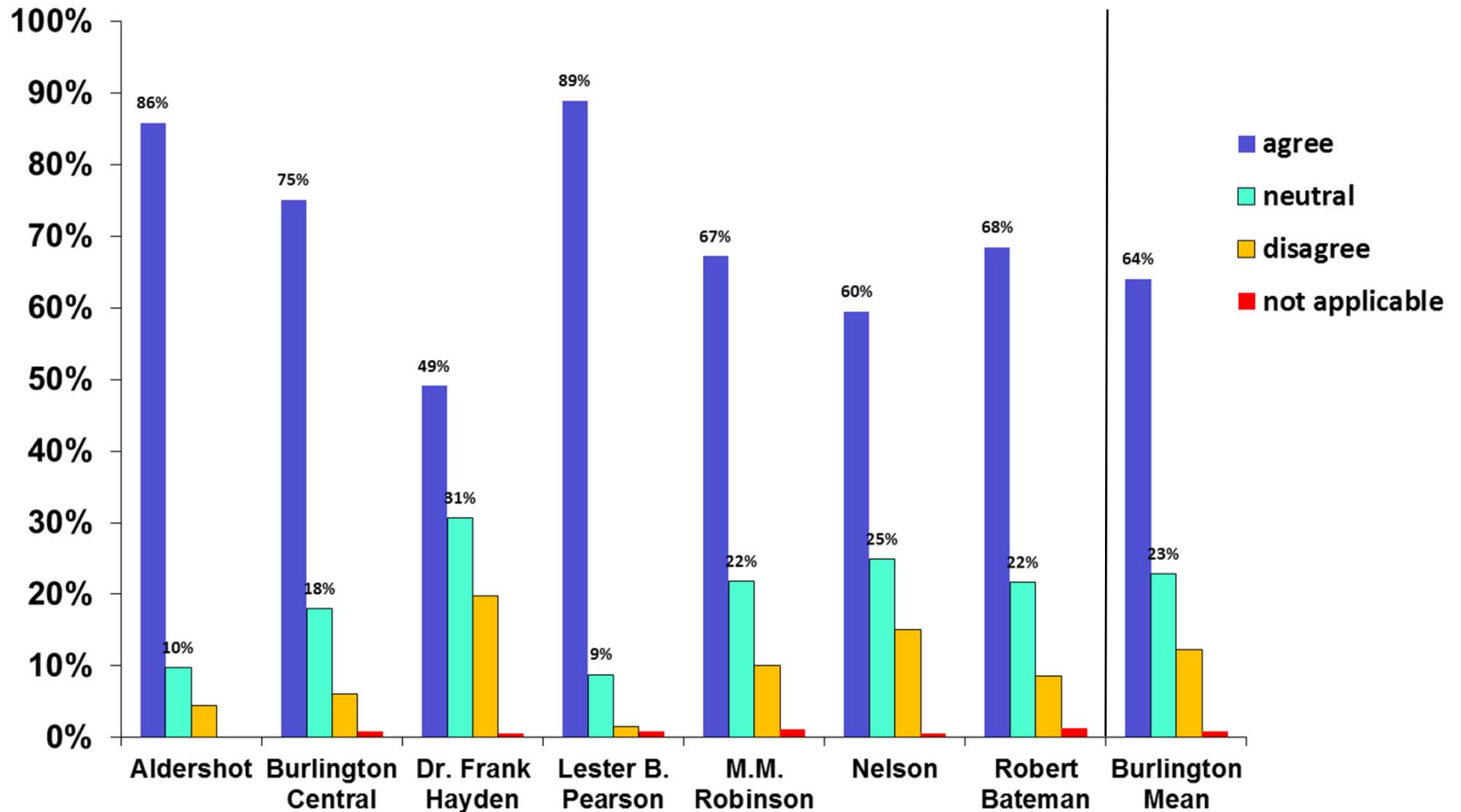
Please indicate whether you agree or disagree with the following statements:
-- I am able to get extra help when I need it.



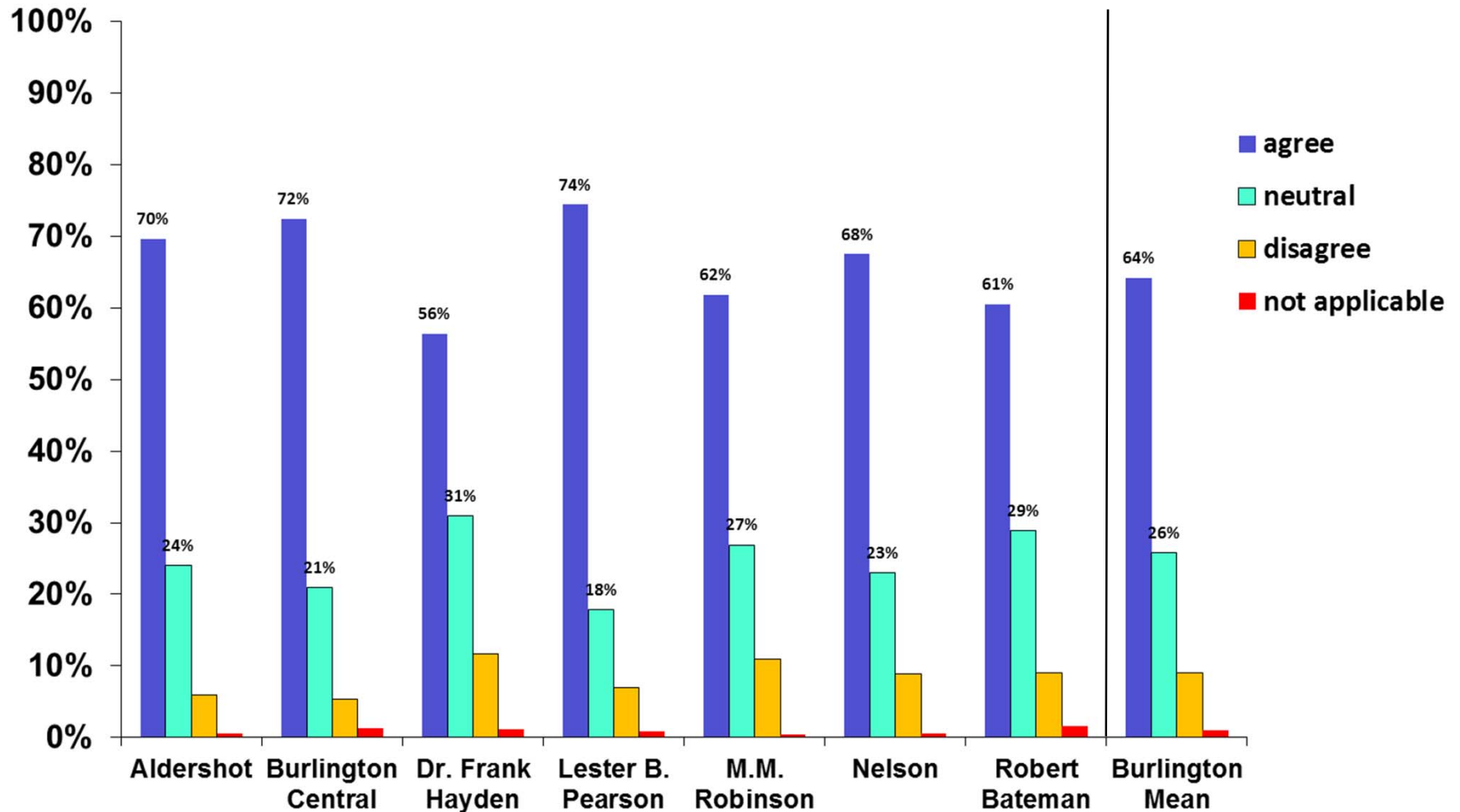
Please indicate whether you agree or disagree with the following statements:
 -- I have the same students in all my of classes.



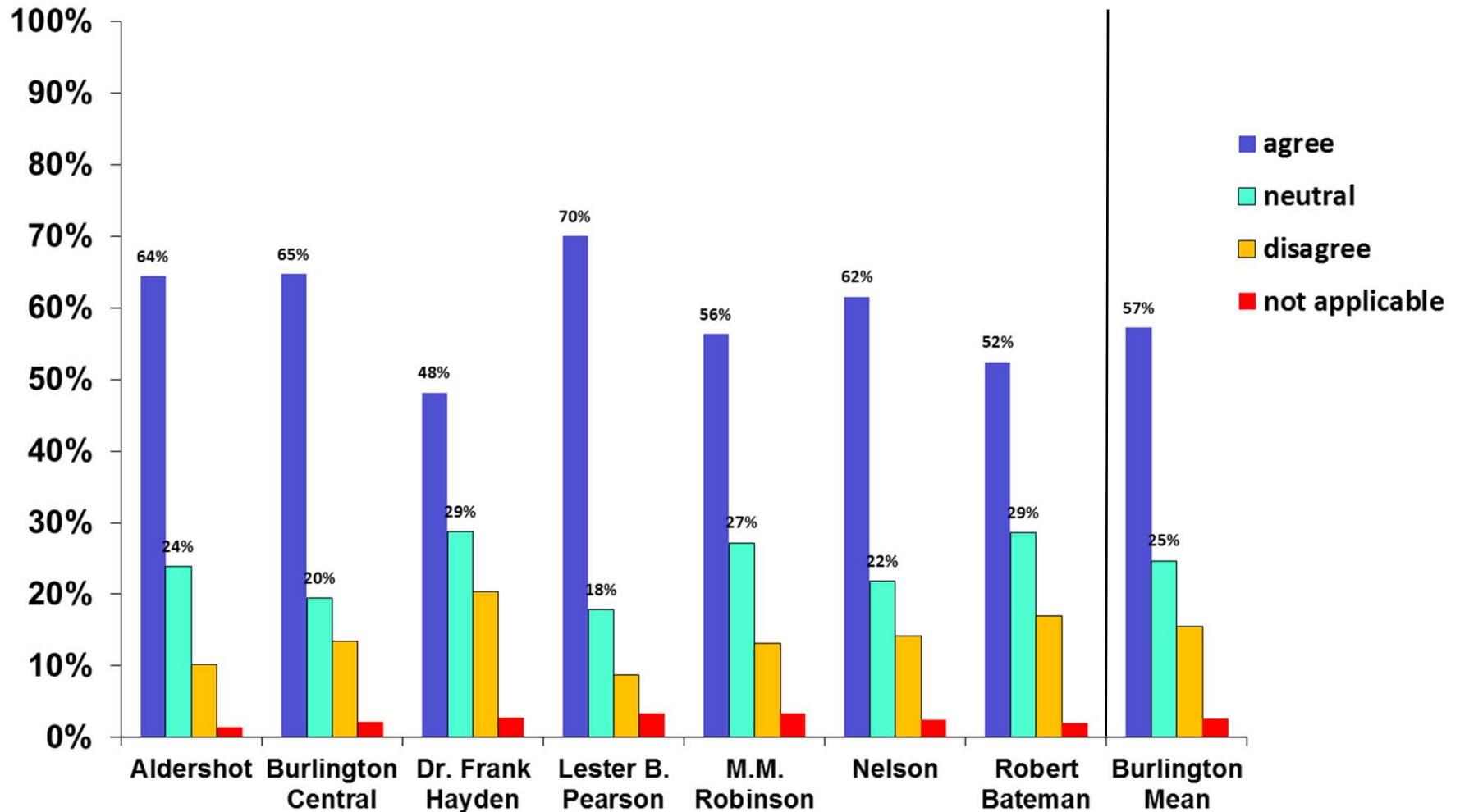
Please indicate whether you agree or disagree with the following statements:
-- I know most of the students in my grade.



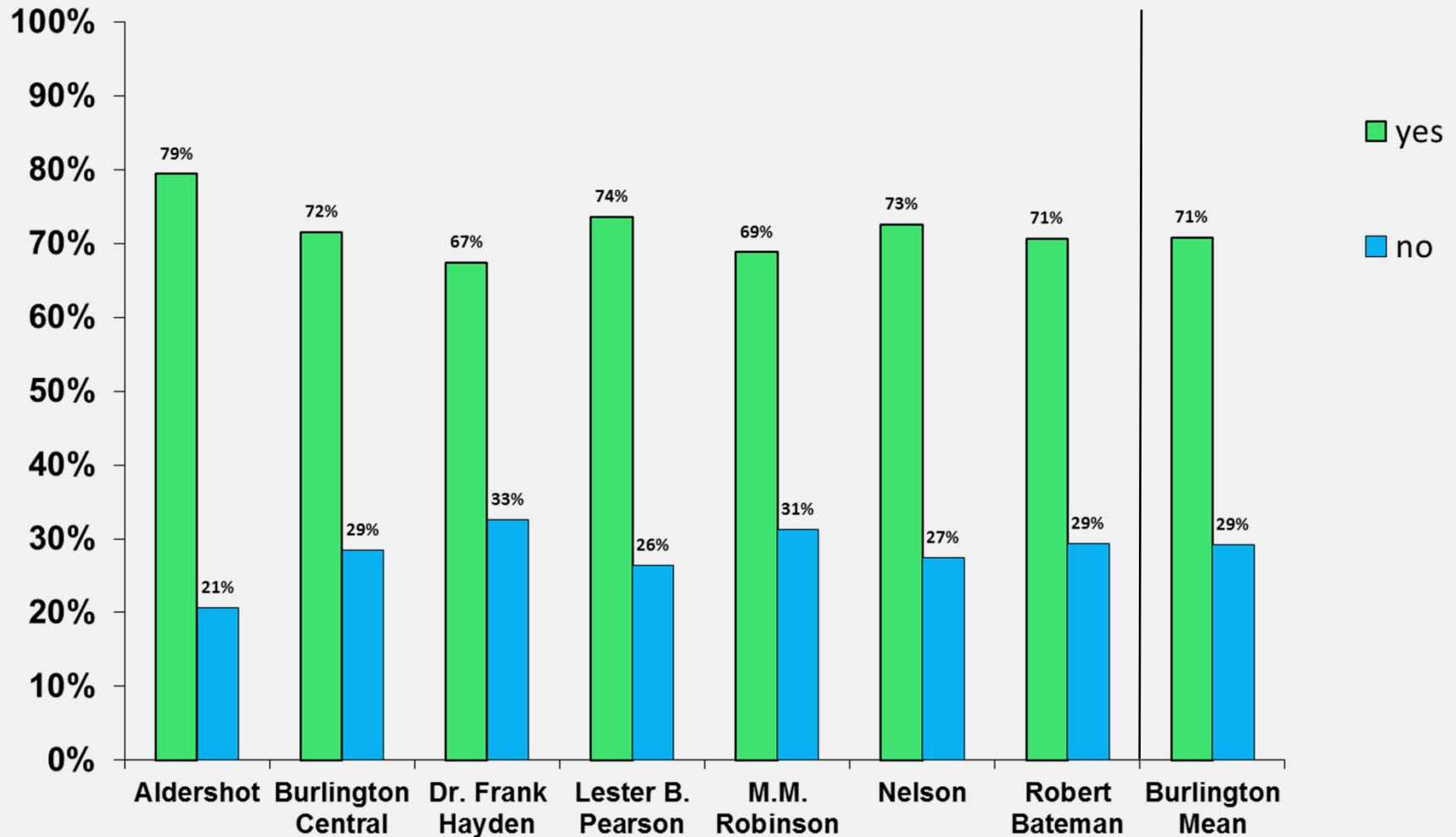
Please indicate whether you agree or disagree with the following statements:
 -- **My teachers know something about me (e.g., my interests, strengths, how I learn best, etc.)**



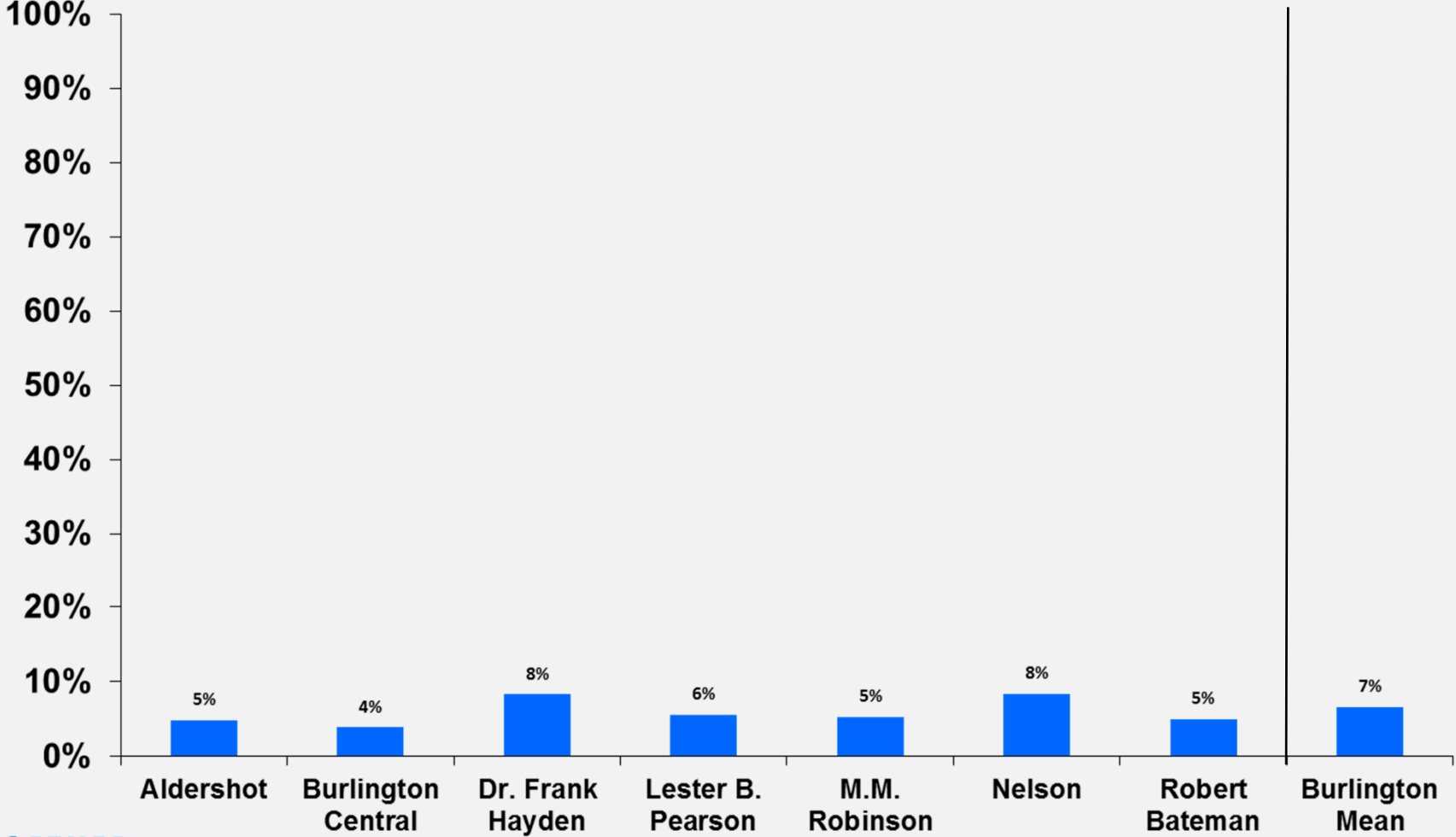
Please indicate whether you agree or disagree with the following statements:
 -- I have an adult (e.g., guidance counsellor, teacher, educational assistant, etc.) at the school that I can connect with.



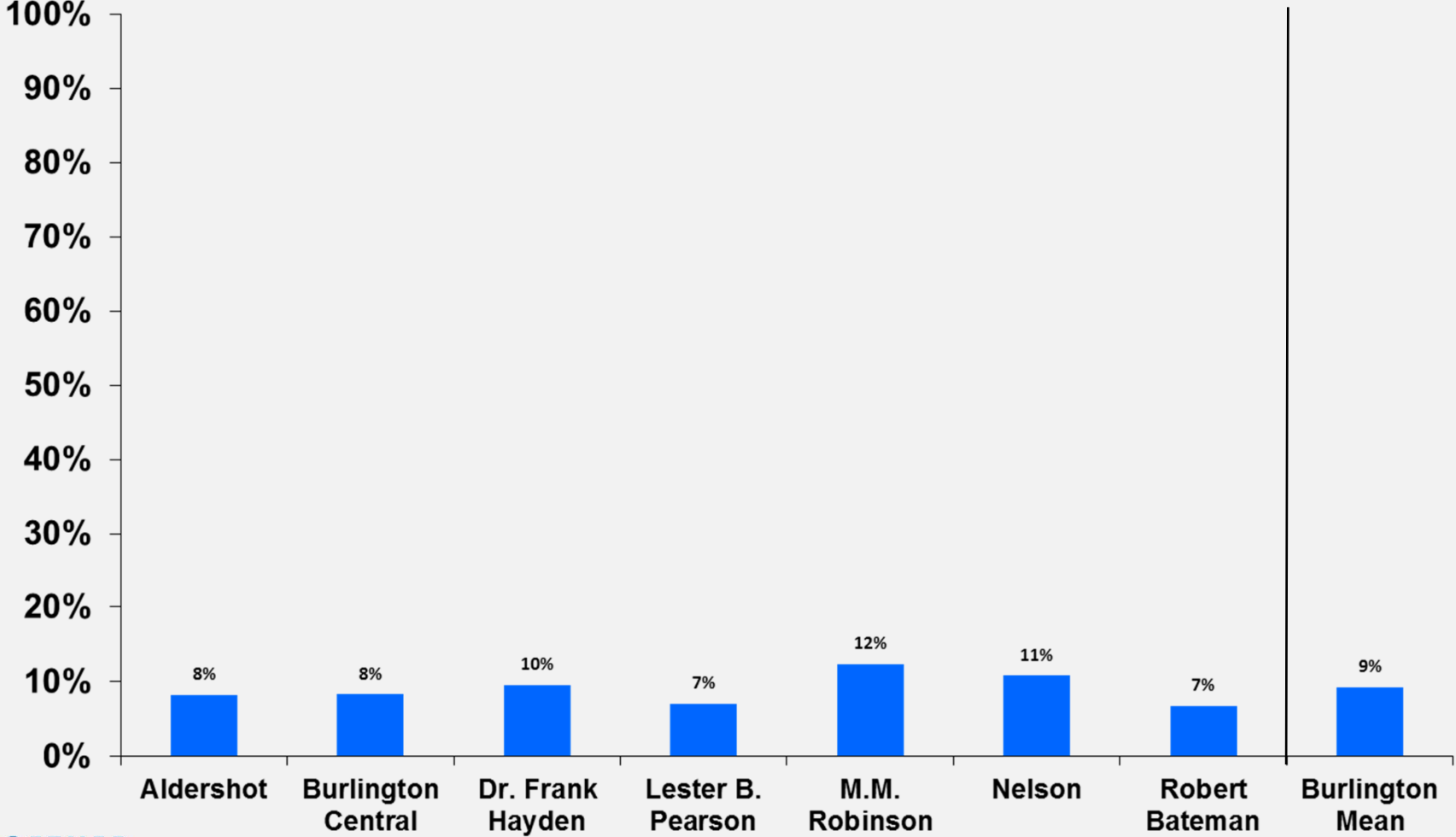
In the past year, have you participated in an extracurricular activity at school (e.g. sports team, band, musical, etc.)?



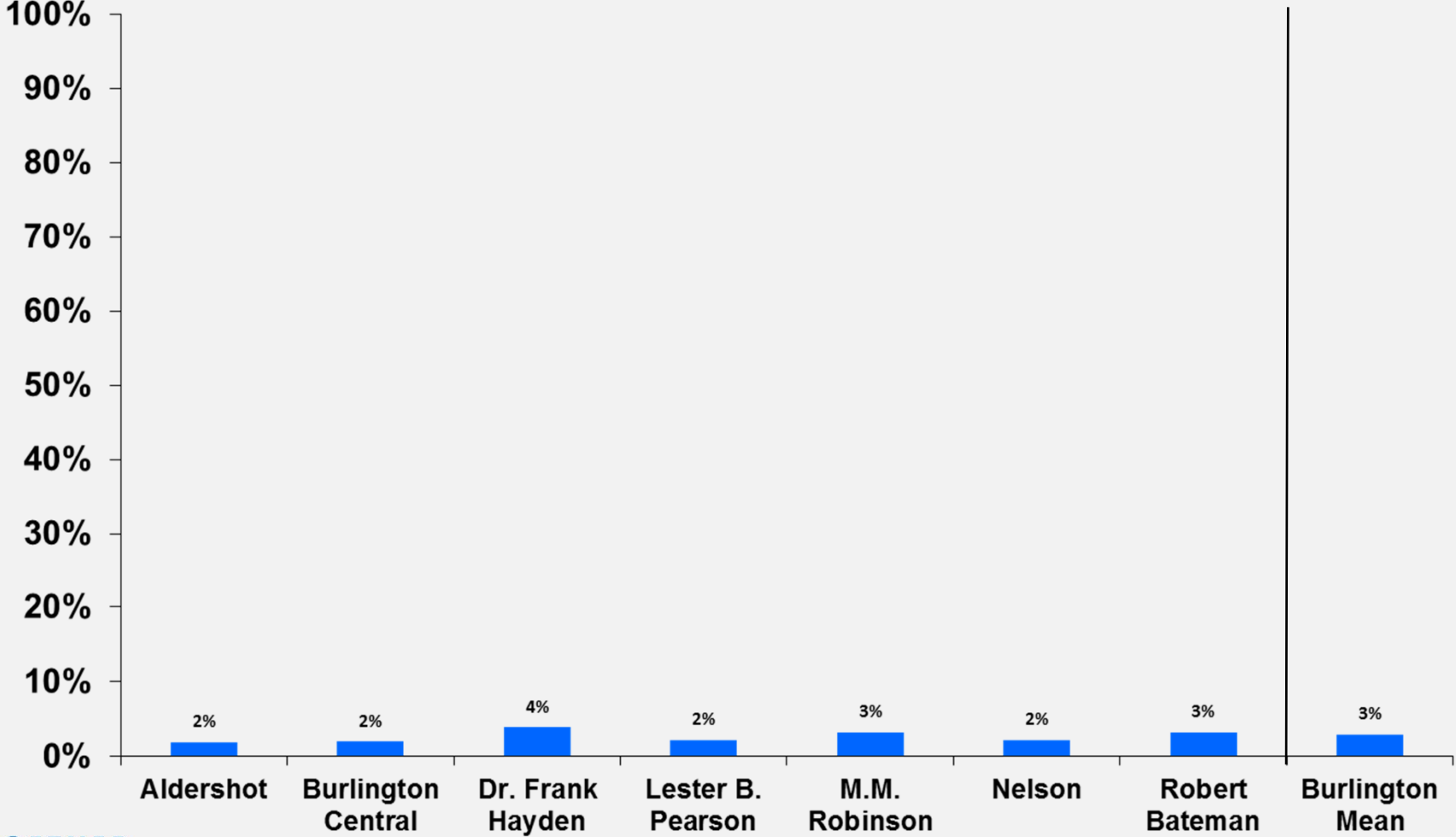
The reason I have not participated in an extracurricular activities at school is (select all that apply): -- Percent of students within group indicating reason: **due to an outside sport/activity/club (e.g., soccer, dance, theatre, music).**



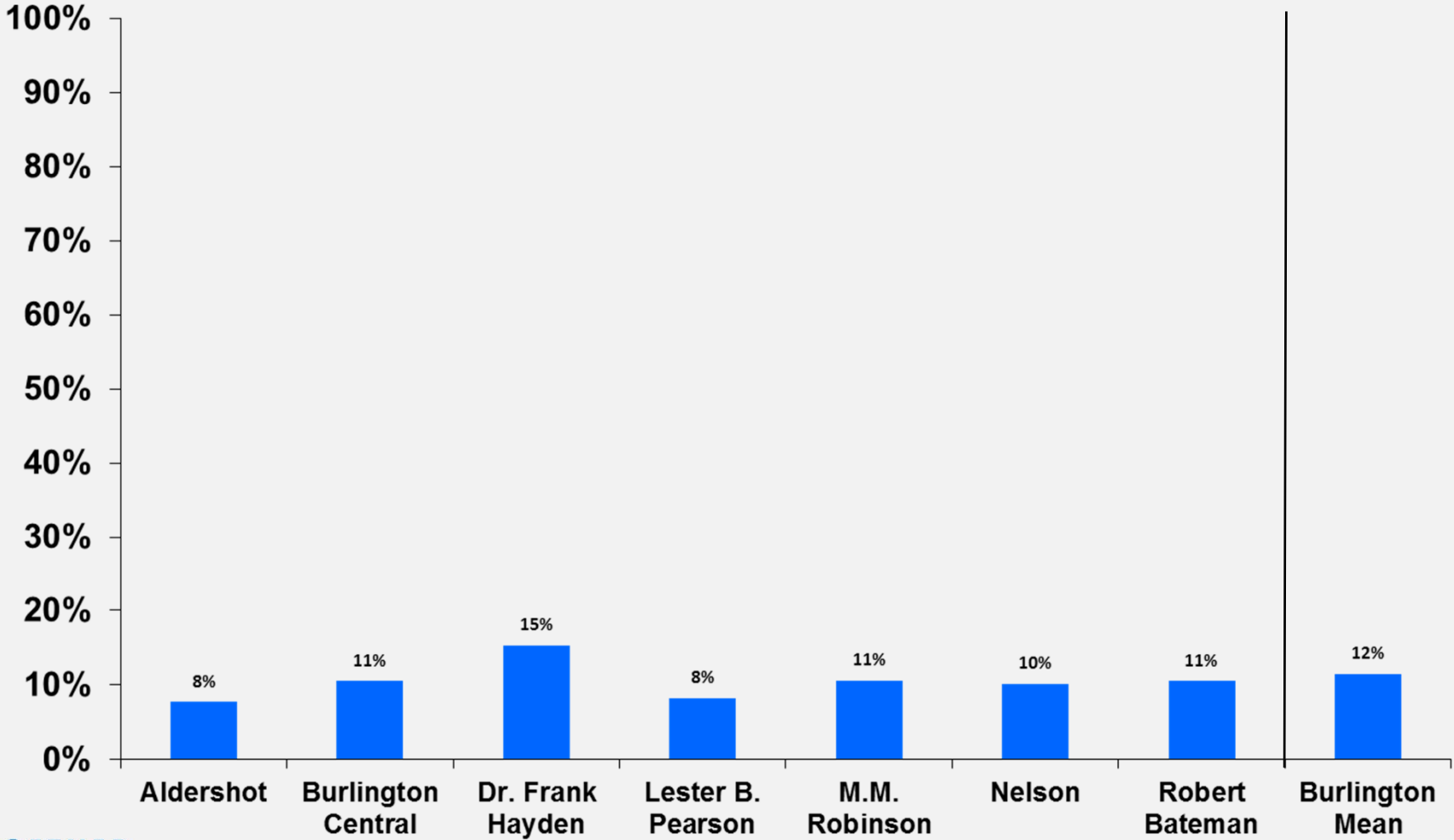
The reason I have not participated in an extracurricular activities at school is (select all that apply): -- Percent of students within group indicating reason: **due to a part-time job.**



The reason I have not participated in an extracurricular activities at school is (select all that apply): -- Percent of students within group indicating reason: **due to transportation.**



The reason I have not participated in an extracurricular activities at school is (select all that apply): -- Percent of students within group indicating reason: **due to homework.**

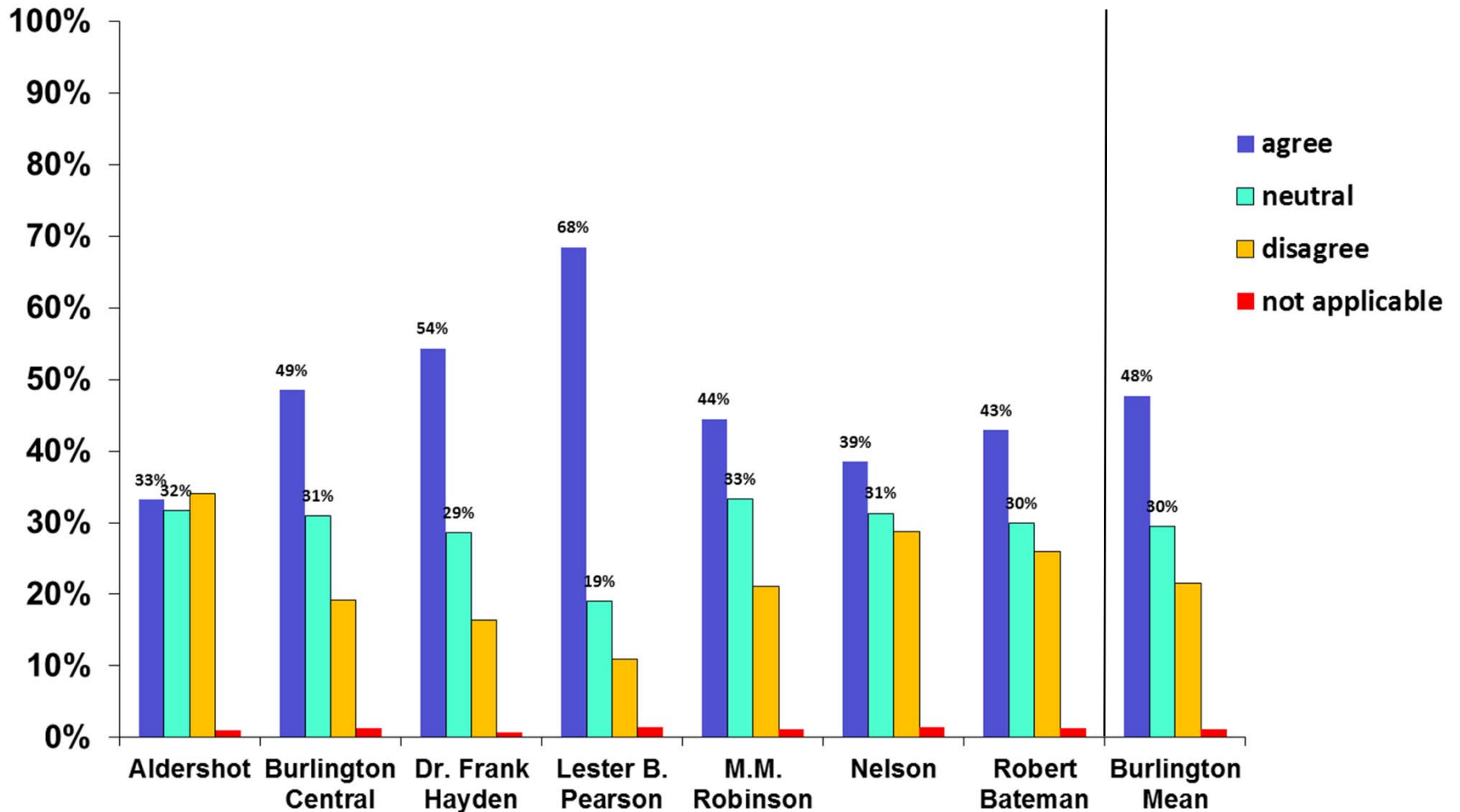


The reason I have not participated in an extracurricular activities at school is (select all that apply): -- Percent of students within group indicating reason: **due to Other reasons (please specify):**

Not available – I work a lot – in CPP program - there is little to no extracurricular activities that involve interests of mine - because I was "too small" - the less time at my school the better – I'm non binary and there is no non binary extracurricular safe space LGBTQAAIS (silent 5) chess group - too many concussions – not offered – acl injury - injury and hasn't happened yet – did not make team – it's a spring sport - I don't have the initiative - The tryouts haven't come around yet - because i hate school and want nothing to do with it - just wasn't interested - Too busy... I've got other outside activities: a part time job and I have to keep up with my grades... just a cluster of everything... I want to but not motivated to carry an extra weight on my shoulders [~50%]

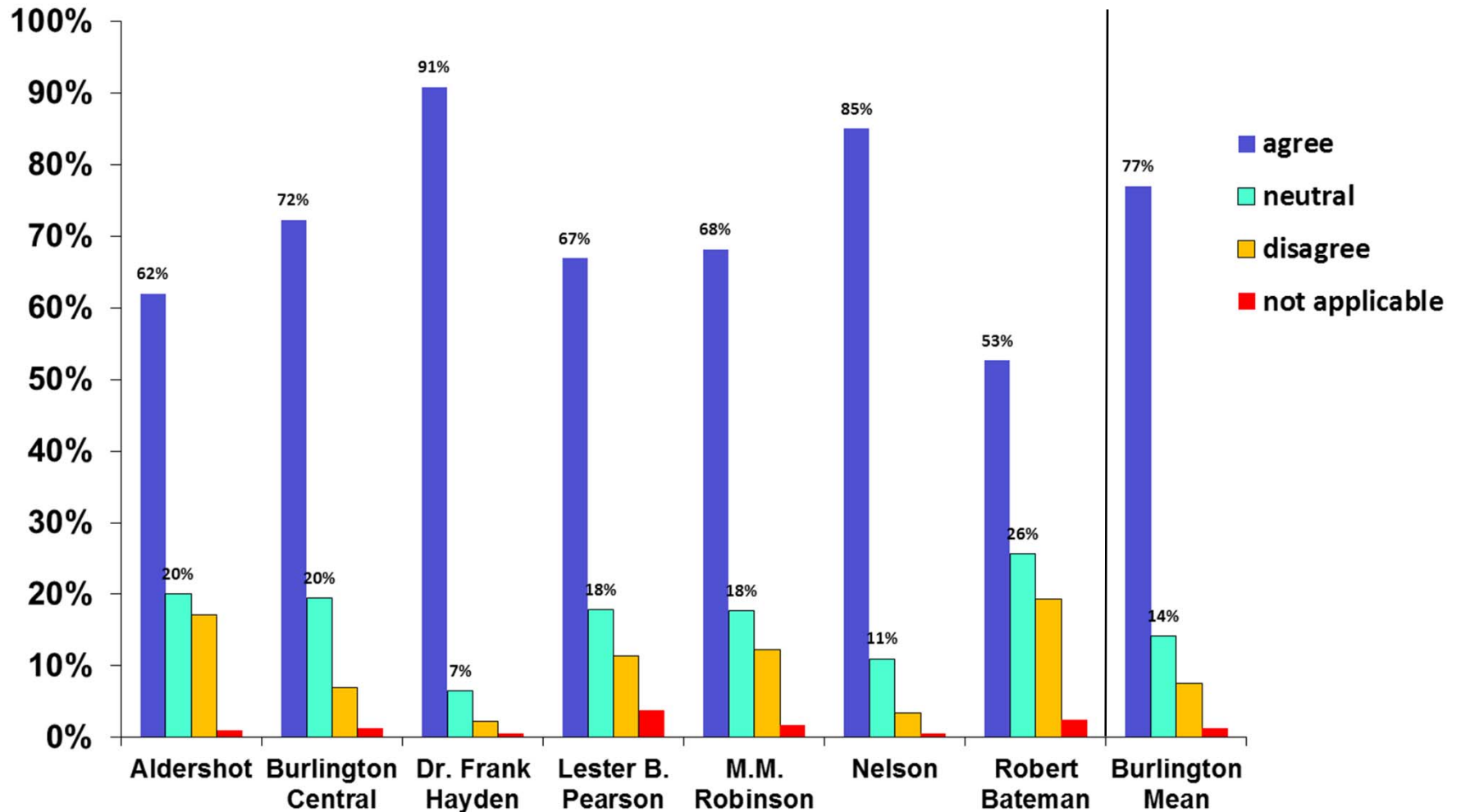
We would like to know more about how you feel about your school facilities.
Please indicate whether you agree/disagree with the following statements: --

My classroom is a comfortable temperature



We would like to know more about how you feel about your school facilities.
Please indicate whether you agree/disagree with the following statements: --

My school has enough gyms/fields



APPENDIX 14

Burlington Program and Accommodation Review - Staff Survey

To: All HDSB staff in Burlington High Schools

As you know, HDSB is undergoing a Program and Accommodation Review (PAR) to examine the utilization of schools and programming opportunities for students within Burlington high schools. Currently, we have approximately 1800 empty pupil spaces (equivalent to a school and a half), as well as accommodation pressures at Dr. Frank J. Hayden. Both are projected to increase over the next 10 years. Program options for students vary across Burlington high schools. As one of the Board's values, ensuring equity of program opportunities for all students is a priority.

As an employee in one of our HDSB Burlington high schools, we know that you have an understanding of the challenges we are facing. We are looking for your input/ideas to address this challenge. In the space below, please contribute to this problem-solving process your thoughts, ideas, and questions for further consideration.

Thank you.

APPENDIX 15

as of April 20, 2017

PAR COMMUNICATIONS

All communications sent by the Board regarding this Program and Accommodation Review are listed below by date:

April 13, 2017: Email sent to parents/guardians with additional information regarding the April 26, 2017 Committee of the Whole meeting.

March 31, 2017: Email sent to parents/guardians with updates from PARC Working Meeting #7, and revised PAR timelines, including Public Delegation Nights (Community Update #7). Also communicated via social media.

March 24, 2017: News Release regarding revised PAR timelines, also communicated via social media.

March 24, 2017: Email sent to parents/guardians with updates from PARC Working Meeting #5 and #6, as well as additional PARC meeting scheduled for March 27, 2017 and revised PAR timelines (Community Update #6). Also communicated via social media.

March 10, 2017: Reminder email sent to parents/guardians regarding online survey deadline, as well to the public through Twitter and Facebook.

March 2, 2017: Email sent to parents/guardians regarding March 7, 2017 Public Meeting at New Street Education Centre, as well as additional PARC working meeting scheduled for March 21, 2017.

March 2, 2017: News Release sent as a reminder for March 7, 2017 Public Meeting at New Street Education Centre, as well as additional PARC working meeting scheduled for March 21, 2017. Also communicated via social media.

February 28, 2017: Public Meeting #2 held at Dr. Frank J. Hayden SS. Guide to Public Meetings/Open House distributed.

February 27, 2017: Email sent to parents/guardians regarding the availability of the online survey.

February 24, 2017: News Release regarding online survey for parent/guardians and community members, as well as reminder for the two public meetings at Dr. Frank J. Hayden SS and New Street Education Centre. Also communicated via social media.

February 24, 2017: Notice placed in Burlington Post regarding future online survey for parent/guardians and community members, as well as reminder for the two public meetings at Dr. Frank J. Hayden SS and New Street Education Centre.

February 24, 2017: Email sent to parents/guardians with updates from PARC Working Meeting #4 (Community Update #5). Also communicated via social media.

February 14, 2017: Email sent to parents/guardians with updates from PARC Working Meeting #3 (Community Update #4). Also communicated via social media.

February 13, 2017: Letter sent to City of Burlington, Halton Region, and all community partners to provide comments on the Director's Preliminary Report and Recommended Option 19.

February 8, 2017: Meeting with all Student Leaders of Burlington secondary schools by Director of Education.

February 7, 2017: Email sent to parents/guardians with updates from PARC Working Meeting #2 (Community Update #3). Also communicated via social media.

January 31, 2017: Email sent to parents/guardians with updates from PARC Working Meeting #1 (Community Update #2). Also communicated via social media.

January 30, 2017: Email sent to parents/guardians regarding Public Meeting #2 at Dr. Frank J. Hayden SS and New Street Education Centre.

January 30, 2017: News Release regarding Public Meeting #2 at Dr. Frank J. Hayden SS and New Street Education Centre.

January 27, 2017: Notice placed in Burlington Post regarding Public Meeting #2.

January 18, 2017: Meeting with Burlington Downtown Business Association by Stuart Miller and Domenico Renzella.

January 17, 2017: Email sent to all parents of Burlington elementary and secondary students to provide an update regarding the PAR process and next steps (Community Update #1). Also communicated via social media.

December 21, 2016: Email sent to parents/guardians at each secondary school regarding PARC email addresses.

December 8, 2016: Public Meeting #1 held.

December 7, 2016: Email reminder sent to parents/guardians regarding Public Meeting #1.

December 2, 2016: Letter sent to the City of Burlington to invite a municipal councilor or delegate to sit on the PARC.

November 30, 2016: News Release regarding pre-registration for Public Meeting #1; also communicated via social media. Email sent to parents/guardians regarding pre-registration for Public Meeting #1.

November 25, 2016: Email sent to parents/guardians regarding Burlington PAR Student Questionnaire.

November 21, 2016: Live online Question & Answer session was held.

November 17, 2016: Email sent to parents/guardians regarding live online Question & Answer session.

November 15, 2016: Supplementary Information Sessions were held at Dr. Frank J. Hayden SS.

November 14, 2016: Supplementary Information Sessions were held at M.M. Robinson HS and Lester B. Pearson HS.

November 10, 2016: Email sent to parents/guardians regarding Public Meeting #1.

November 10, 2016: Notice placed in Burlington Post regarding Public Meeting #1.

November 9, 2016: News Release regarding Public Meeting #1. Also communicated via social media.

November 7, 2016: Meeting with Burlington City Council by Stuart Miller and Domenico Renzella.

November 3, 2016: Supplementary Information Sessions were held at Aldershot HS and Burlington Central HS. PAR Timeline was distributed.

November 2, 2016: Email sent to parents/guardians regarding PARC Expression of Interest.

November 1, 2016: Supplementary Information Sessions were held at Robert Bateman HS and Nelson HS. PAR Timeline was distributed.

October 29, 2016: Notice placed in Burlington Post regarding Supplementary Information Sessions.

October 26, 2016: Letters sent to Secondary School Council Chairs regarding parent/guardian nomination for PARC and Supplementary Information Sessions.

October 26, 2016: Notice sent to Elementary School Council Chairs regarding Burlington Secondary PAR and Supplementary Information Sessions.

October 26, 2016: News Release posted regarding Supplementary Information Sessions. Also communicated via social media.

October 26, 2016: Open letter from Director of Education shared with all Burlington secondary students.

October 26, 2016: Email sent to parents/guardians regarding initiation of PAR and Supplementary Information Sessions scheduled.

October 24, 2016: Meeting was held by Director of Education with Burlington Super Councils (parent councils).

October 21, 2016: City of Burlington, Halton Region, and all community partners were invited to comment on the Director's Preliminary Report and Recommended Option 19.

October 21, 2016: Notification letters sent to Co-terminus Boards, Ministry of Education regarding initiation of PAR.

October 20, 2016: PAR webpage live.

October 20, 2016: News Release regarding approval of the PAR and Supplementary Information Sessions scheduled. Also communicated via social media.

October 6, 2016: Initial email sent to parents/guardians regarding Director's Preliminary Report.

APPENDIX 16

Dear PAR Committee Members,

We are the Special Education Advisory Committee (SEAC) who advises the board on issues related to Special Education Students. We are made up of community representatives from Autism Ontario, Association for Bright Children, Halton Down Syndrome Association, Learning Disabilities Association of Halton, VOICE for Hearing Impaired Children, Easter Seals, Members at Large and Trustees. We are writing to you to clear up some misconceptions and to identify some key factors you need to consider as you evaluate your various options.

The chart below gives you a sense of the children we represent at the secondary panel

Category of Exceptionality	Identification	Secondary
Behaviour	Behaviour	62
Communication	Autism	201
	Deaf/Hard of Hearing	17
	Speech & Language Impairment	39
	Language Impairment	12
	Speech Impairment	0
	Learning Disability	926
Intellectual	Giftedness	606
	Mild Intellectual Disability	133
	Development Disability	52
Physical	Physical Disability	34
	Blind/Low Vision	7
Total Identified		2089
Total Non-identified		2639
Grand Total		4728

Some students have multiple exceptionalities but they are tracked by their primary identification. For example a student may have a primary identification of Autism with a secondary identification of Mild Intellectual Disability or a student may be Gifted with a Learning Disability. This creates extra layers of complication as we serve the needs of the students.

We have many beliefs within the Special Education in Halton but we would like to highlight a couple. We must have a Respect for Dignity which encompasses individual self respect and self worth. We must ensure that every student regardless of their exceptionality is treated with Dignity and Respect. We must have Individualized Accommodation and equitable access to programs. We must emphasize the student not the category of disability. Blanket approaches to accommodations that rely on labels and generalization are not acceptable. Finally we must have Inclusion and Full Participation. Every student must have the opportunity to participate with their peers. This relates back to the dignity mentioned earlier.

The words “Placement” and “Program” have been used frequently at the table. These two words are not interchangeable as they are two very different concepts within Special Education. A Placement defines the setting the student will be learning in. We have 2 primary types of placements with variations associated with each. The first and the preferred placement is a regular classroom with resource support that can be: a) consultative support b) resource assistance c) withdrawal assistance or d) gifted placement. The second is a self contained Special Education Class with a) partial integration into a regular classroom or b) full time placement in the self contained class. Examples of a self contained placement include: Primary Language Class, Behaviour Resource Centre, Learning Disability and Life Skills.

A Program defines what is provided to the students who demonstrate a need for assistance that differs from regular classroom. A child may not have an identified placement but will be accessing a Special Education Program. Examples of programming include: Lexia Reading Program, Community Program, PROPS (Positive

Return of Pupils to School) and Community Pathways. Our programs are wide and varied depending on the needs to the student.

Below is a table that outlines the placements we have:

Category of Placement	Placement	Secondary
Resource Support	With Consultation	228
	With Resource Assistance	705
	With Withdrawal Assistance	293
	Secondary Gifted Placement	416
Total Resource Support		1642
Self Contained	Full Time	193
	Partial Integration	84
Total Self Contained		277

Finally before we get to the top things we want you to consider, we want to address the Individual Education Plans (IEPs). The IEP is a written plan describing the special education program and/or services required by a particular student. It outlines areas of strength, needs and accommodations a student requires for instruction and assessment. It is not a daily plan but does outline goals and objectives for the student. As you can imagine these documents are as varied as the students who need them. A student can have an IEP with modification and/or accommodations in every subject, while another student has an IEP that simply accommodates in Physical Education due to a physical disability.

At our last meeting we discussed the top things we want you to consider and they are:

1. Transitions:

Transitions mark the time period when a student moves from one school environment to another. This could be a change in school, classroom or simply going from one subject to another. It represents a major shift in the daily contexts in which children interact and is related to a variety of behavioural and psychological changes. Many children in Special Education programming have had to make multiple transitions on their school path. In many instances this involves multiple schools before they even reach high school. We need to have a solid transition plan for each and every student which includes all their supports (technology, specialize equipment and staff) moving at the same time. A piece of equipment arriving 20 or 30 days after the student does not ensure a smooth transition. In addition the school needs to be prepared to receive that student. We recommend that a Board level committee be set up to address these transitions. No matter what decision is made many students are going to be impacted and the transition planning needs to be done on a large scale.

2. Non Evident Disabilities and Supports:

As you can see from our exceptionalities chart we have a large number of students who are unidentified or who have disabilities that may not be obvious or evident to everyone. We need to ensure that these needs are considered in your deliberations. This includes any supports they have developed in the community, staff within the school who may not be teaching staff but may be administrative, custodial or others. If these connections are severed or worse yet if we are not aware we are severing them it can have a huge detrimental impact on these students

3. Length of Bus Trip:

To state that a student is already on a bus so let's bus them further is not an acceptable statement. For some of these students even a 10 minutes bus ride can be very disruptive and therefore have a negative impact on their ability to learn and interact at school. Students should not be on a bus for more than 30 minutes, this is not just special education students but all students in general.

4. Do not create a "Special Education" school by placing all programming under the same roof.

Integration or the regular opportunity to interact in a meaningful way with their typically developing peers is crucial to their development. In addition it goes against the Ontario Human Rights Code that

says students with disabilities have a right to dignity, inclusion and full participation. We believe not only is it crucial to the development of students with disabilities but the benefits to all students is unmeasurable and creates better citizens in the future.

5. Certain programs must stay together. The Community Pathways Program and the Essentials Program is one example. The students in the CPP will often move between the two programs depending on ability and accommodation requirements. We would be severely limiting our students if they do not have access to both of these programs in the same school.

Ultimately no matter what is decided will impact students. We are not advocating for any of the options or any particular school, but we are the voice of the students with special education needs. The final decision must take into account what is best for all students regardless of our emotional ties to a particular school. At the end of the day we all have the same goals, healthy, happy, well education students.

Denise Nacev, SEAC Chair,
Carla Marshall, Autism Ontario
Karen Mack, Autism Ontario
Sophia Siddiqi, Halton Down Syndrome Association
Mike Brown, Halton Down Syndrome Association
Diane Vandebossche, Learning Disabilities Association of Halton
Tammy Beattie, Learning Disabilities Association of Halton
Sherry Foster, Association for Bright Children
Dawn Spence, Association for Bright Children
Jason Bartlett, Member At Large,
Lucille Morris, Member at Large
Amy Collard, Trustee
Leah Reynolds, Trustee
Kim Grace, Trustee
Richelle Papin, Trustee

APPENDIX 17

Topic:	Self-Contained Classes
Effective:	September 2016
Cross-Reference:	Program and Accommodation Review Policy; Program and Accommodation Review Administrative Procedure; Special Education Plan
Review/Revision Date:	September 2019
Responsibility:	Superintendent of Education (Student Services)

INTENDED PURPOSE:

The Halton District School Board believes the first, best placement for students with special needs is in a regular class in their home school with appropriate supports and interventions. The Board also recognizes the need for a range of pupil placements to meet the varying degrees of interventions, supports and services that students with different abilities require. The Board provides alternative settings, referred to as Self-Contained Classes, as placement options for identified students with specific exceptionalities, as recommended by the School Resource Team (SRT) and approved by the Identification Placement and Review Committee (IPRC). The location of these classes is determined by a number of factors in an effort to provide access to eligible students within reasonable travel distances, to minimize transitions for students, and to ensure the long term viability of the classes.

The Halton District School Board currently provides the following range of self-contained classes:

- Primary Language Class (elementary)
- Learning Disabilities (elementary)
- Behaviour Resource Centre (elementary)
- Life Skills (elementary)
- Gifted (elementary)
- Community Pathways Program (secondary)

The number of each type of class within the Board is determined by the number of students in need of such a placement across the system as determined by IPRC and the legislated requirements for class size.

A new class is considered once the student demand for spaces exceeds the number of available spaces, in accordance with the class size limits set out in Ministry regulations and the Board's Special Education Plan. A review of student numbers and the number of existing special education classes is undertaken by Student Services staff each spring in connection with the annual review process and IPRC as families make plans for the following year. This process also occurs throughout the year, as needed, where student numbers change. Where numbers warrant an increase in the number of classes, as determined by the Superintendent of Student Services, a suitable location is determined as described below.

PROCEDURE:

The decision to open a new class, and move or close an existing class, is the responsibility of the Superintendent of Education (Student Services).

In determining the location of each class, consideration will be given to the following factors:

- Geographic location of the students' home schools
- Available classroom space within schools
- Opportunities for students to integrate within mainstream classes

- Accessibility features and physical configuration of each school
- Overall population size of each school
- Number of self-contained classes already in the school
- Administrator and Special Education Resource Teacher allocation
- Proximity to other Halton schools and communities
- Languages of instruction within each school
- Other programs offered in each school and in the system
- Number of transitions students will make over time
- School community needs

The process for creating and locating new classes, as well as moving or closing existing classes, will include the following actions:

- Determine the need for changes to the number and/or locations of classes through a regular review process
- Consult with Student Services staff
- Consult with Family of Schools Superintendents
- Consult with Principals of the affected schools
- Communicate with staff, parents and students of the affected classes
- Communicate with staff, parents and students of the affected schools
- Communicate with the Special Education Advisory Committee
- Communicate with various Departments (e.g., HR, Business Services, Planning, Facilities, etc.) to ensure the classes are resourced and supported appropriately

This process will ensure timely and appropriate access for students with special needs to a range of special education placements and to the corresponding resources and supports.

APPENDIX 18

IB Americas: *Conditions for the approval of consolidation*

A school wanting to consolidate should submit proof of the following evidence:

1. That the old/new site will either close down or stop teaching the IB programme.
2. That the new joint site is ready for teaching at a stipulated date.
3. That the school facility will come under the same governing body of the original IB school. If the school comes under a different governing body or district, proof of support will need to be submitted together with budgetary requirements similar to those of the application/evaluation process.
4. That the current Principal of the IB school will remain in the position when the schools are combined. If the Principal will change when the schools combine, submit letter of new Principal showing support to the programme.
5. That the current IB coordinator will stay in the position under the new arrangement. If the IB coordinator changes, the school must submit proof of IB training for the IB coordinator designate.
6. That the current trained staff will continue to teach the IB courses under the new arrangement. If not all trained stays in their positions, the school must submit the percentage of staff that will be new to the programme. If more than 2/3 of teachers change, the school must submit proof of professional IB training for new teachers. If less than 2/3 of the teachers stay to teach the programme, IB Americas will assess whether a new authorization process will have to take place.
7. That the current IB students will remain in the programme. If not all students stay, the school must submit the percentage of original students that will be a part of the programme. If new students join the programme from the other school, the school must submit proof of support of new parents and students to the IB programme.
8. Name of the new school (if different from previous name).

At the discretion of the IB Americas office, a site visit to inspect the new facility and situation might take place at the expense of the school. During the visit, an IB Americas representative will inspect the new facility and meet with the Principal, the IB coordinator and a member of the governing body to ensure that the programme is properly implemented. Following the visit and confirmation of the above items, IB Americas will recommend approval of the change to the Director General. Once approved, the IB curriculum and assessment office in Cardiff will be notified of the name and address change. The school will maintain the same IBIS school code.

Please submit the above documentation to:

Kelsey Day
Diploma Programme Associate Manager
IB Americas
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APPENDIX 19

Glossary of Secondary School Program Terms

Acronym	Name	Description
Special Education		
CPP	Community Pathway Program	A self-contained placement for students identified as exceptional who have limited cognitive and adaptive skills. It is designed to meet the needs of students who require an Alternate Curriculum to meet their varied learning needs including communication, functional academics, skills of daily living, social skills, self-regulation, and motor skills. The program consists of students in the Employability Skills Certificate program and Community Skills Certificate program (currently at MMRHS and RBHS).
ESC	Employability Skills Certificate	Employability Skills Certificate is for students enrolled in the secondary self- contained Community Pathway Program. The ESC focuses on building the skills necessary for a transition into selected career areas. During the program students engage in specialized skill development and cooperative education experiences. (currently at MMRHS and RBHS).
CSC	Community Skills Certificate	Community Skills Certificate is for students enrolled in the secondary self-contained Community Pathway Program. The CSC focuses on building the skills necessary for a transition to a community volunteer or supported employment environment. During the program students engage in skill development and cooperative education experiences (currently at MMRHS and RBHS).
SGP	Secondary Gifted Placement	This program is offered at NELHS. Students formally identified as gifted are eligible to attend this placement option. A limited number of highly able students from NELHS are also eligible where space permits in classes. Gifted/enhanced classes follow the same curriculum as Academic classes and are assessed and evaluated the same way. They differ from Academic classes in the depth and breadth of the subject covered as well as in the pacing. (currently at NELHS).

GLE	Learning Strategies	An individual course that may only be taken by students with an IEP. The focus of the course is to support the development of learning strategies including organization, work completion and other school skills to support all subject areas (offered as needed at all secondary schools). Learning Strategies courses for students without an IEP (GLS) are also offered where required.
Language Based		
EF	Extended French	A French Immersion program that begins in grade seven. Entry into the program currently occurs only at Sir E. MacMillan Public School (elementary) and students may continue in the program at LBPHS (secondary). This program is also referred to as Late French Immersion (Late-FI).
FI	French Immersion	French Immersion program begins in grade 1 with classes at 50% in French and 50% in English (grades 1 - 8). Effective September 2017, French Immersion will commence in grade 2, at 100% intensity. Students are eligible to enrol in FI in high school if they attended FI in grade 8 and have accumulated 3800 hours of French instruction. In high school students take a total of 10 credits delivered in French including 4 French language credits (currently offered at Aldershot, BCHS, Hayden, MMR, Nelson).
ESL	English as a Second Language	Programs intended to develop age-appropriate English language literacy skills for students whose first language is not English or variety of English is significantly different from that used for instruction in Ontario. In Burlington, there is an ESL Centre at BCHS where typically students would be at step 1,2 or 3 on the ESL continuum meaning they require significant English language support. Students at step 4,5 and 6 generally attend their home high school and require less language support.
ELL	English Language Learners	Students whose first language is not English
OSSLC	Ontario Secondary School Literacy Course	This credit course is generally offered to very small numbers of students at all high schools to complete the Ontario Secondary School Literacy Test (OSSLT) graduation requirement (offered as needed in all high schools).

Student Success		
ACCESS	Advanced Credits Connecting Elementary and Secondary Schools	This program is intended for disengaged grade 8 students who are likely to enrol in the Applied Pathway in High School. The program incorporates time at a High School in a technology shop setting so that students connect with the high school experience and gain a passion for technology. Students have the potential to earn 2 high school tech credits (currently offered at Rolling Meadows/MMRHS).
LEAP	Learning Enrichment Accelerated Program	The LEAP program provides experiential and project-based learning to meet the varied learning styles of Grade 8 students in a high school setting. The skills acquired during the year will assist the student in selecting a pathway matching their abilities. It will also focus on preparing students for success in Grade 9 by promoting: re-engagement in school, basic skill development in numeracy and literacy, development of social skills through collaborative learning opportunities, use of technology to support skills acquisition where appropriate, develop positive self-esteem as a learner. (currently offered at RBHS).
REP	Re-Engagement Program	This program is intended for students in their senior year(s) and at risk of not graduating. Generally students will be 17 or older with less than 10 credits remaining to graduation. Students complete a blend of academic and technology credits including a dual credit opportunity with Mohawk College to support a college pathway upon graduation. (currently offered at MMRHS).
SPL	Self-Paced Learning	An individualized program designed to provide flexibility for students to complete work at their own pace. This program is often accessed by students who have unusual work schedules, outside commitments like training schedules or for students who just prefer to be more self-directed and independent in their learning (currently offered at all secondary schools).
CR	Credit Recovery	An opportunity for students to finish incomplete or unsuccessful credits from a prior semester. Credit recovery looks a bit different at each school site but generally a

		student's course information is passed along to the credit recovery teacher who works with the student to learn the missed skills and content required so that the credit can be achieved. (currently offered at all secondary schools).
LD	Locally Developed (Essential)	Essential Program consists of credit courses in grade 9 and 10 in core area courses (math, English, science) and generally leads to the Workplace or Apprenticeship pathway after graduation. Essential program is considered a regional program and students are congregated at one site per geographic region (currently offered at RBHS).
Pathways		
Coop	Cooperative Education Program	A single or multi-credit option that includes a part or full-day placement in the workplace. Students taking Cooperative Education connect their Co-op to a subject in which they are currently enrolled or one that they have taken previously. All Co-op courses begin with an in-school pre-placement preparation program followed by the placement experience. Available in all secondary schools.
DC	Dual Credit	Senior students simultaneously earn high school and college credits towards their Secondary School Diploma and a college diploma or Level 1 Apprenticeship Training. Our Halton school boards are currently partnering with Humber, Mohawk, Seneca and Sheridan Colleges. In Burlington, MMR & Mohawk Automotive Technician, HVAC, electrical technician, Manufacturing/robotics; LBP & Mohawk Community Services; BCHS & Mohawk Manufacturing/Robotics
OYAP	Ontario Youth Apprenticeship Program	OYAP enables students who are full time in high school with 16 credits and 16 years of age or older to try an apprenticeable trade while in a high school cooperative education program. In HDSB, students have two OYAP options: doing Coop credits in an apprenticeable trade or Concentrated OYAP: At least 4 credits, plus experiential learning through Cooperation Education.
SHSM	Specialist High Skills Major	SHSMs offer a concentrated experience in a specific career sector. Students are recognized as having specialized knowledge and skills with a SHSM designation on

		<p>their transcript upon graduation. We offer 58 SHSM programs in HDSB. In Burlington they are currently as follows: Arts (3 - BC, Nel, LBP), Business (1- MMR), Construction (1- MMR), Environment (2- Ald, GAHS), Hairstyling (1- MMR), Health (4- Ald, MMR, LBP, RBHS), Hospitality (1- RBHS), ICT (1- LBP), Manufacturing (3- BC, MMR, RBHS), Social Justice (1- DFJH), Sports (1- Ald), Transportation (3- Nel, MMR, RBHS) This is a grade 11 and 12 program.</p>
IB	International Baccalaureate	<p>An internationally recognized curriculum that is taught in addition to the Ontario curriculum. Students can earn IB accreditation in addition to the Ontario Secondary School Diploma (currently offered at RBHS).</p>
AP	Advanced Placement	<p>Advanced Placement is standardized program originating in the US whereby students can earn university credit in high school. AP status can be achieved by course or exam alone. AP exams are written during the first two weeks of May each year in 183 countries. Any school may choose to offer AP if they have a large enough student population wanting the opportunity. Alternatively, some schools provide exam support in the form of an after school club.</p>
On-Line Learning		
	eLearning	<p>In an online course, students interact and learn with their teacher, classmates and electronic resources using any internet-connected computer. ELearning provides opportunities for Halton students to:</p> <ul style="list-style-type: none"> • earn the same high-school credits in a different way; • learn at a flexible time (no scheduled classes), place and pace (within semester timelines); • access engaging, unique programs unavailable in most high schools; • interact with like-minded students from across Halton; • flex timetables and accelerate learning. <p>Students at all schools can take e-learning.</p>

APPENDIX 20

Glossary of Planning Terms

A

Assets Replacement Value - Is calculated using the Ministry benchmarks for new construction.

Available Pupil Places - The number of pupil places that are required or available when comparing the On The Ground (OTG) capacity and enrolment.

C

Community Planning and Partnership Guidelines (CPPG) - Created by the Ministry of Education, the Guidelines are intended to assist school boards in establishing more facility partnerships, and to support effective planning with community partners regarding land-use and green space/park planning. The CPPG can be accessed through the [Ministry of Education](#).

Courtesy Seating - Any vacant seat which is available after all eligible riders are accommodated, whether or not those eligible students are travelling on the school bus.

E

English Program (Regular Track) - Classes are held in the English language with primary and intermediate core French.

English as a Second Language (ESL) - Programs intended to develop age-appropriate English language literacy skills for students whose first language is not English or variety of English is significantly different from that used for instruction in Ontario.

English Language Development (ELD) - Programs intended for students who have had limited opportunities to develop language and literacy skills in any language due to inconsistent, disrupted or lack of educational opportunities in their countries of origin.

ERA (Elementary Review Areas) - Are developed by planning staff in order to analyze community trends on a more detailed rather than if the data were organized municipally or regionally. These geographic areas are typically comprised of a number of schools however some ERAs and SRAs may have no schools.

Extended French (Ext-F) - A French Immersion program that begins in grade seven. Entry into the program currently offered at Sir E. MacMillan Public School only. This program is also referred to as Late French Immersion (Late-FI). Further details are located at the HDSB website ([link](#)).

F

FI Program - French Immersion program beginning in grade 1 with classes at 50% in French and 50% in English (grades 1 - 8). Effective September 2017, French Immersion will commence in grade 2, at 100% intensity.

Facility Condition Index (FCI) - A standard benchmark that is used to compare the relative condition of a group of buildings. It compares a facility's total five year renewal needs to the cost of rebuilding the facility. A higher FCI indicates greater renewal needs and therefore can be considered to be of poorer condition. The FCI index is the cost of rebuilding a school to its current building, not to rebuild to 2016 standards.

I

International Baccalaureate (IB) Program - An internationally recognized curriculum that is taught in addition to the Ontario curriculum. Students can earn IB accreditation in addition to the Ontario Secondary School Diploma.

Infill Development - The process of developing vacant or underused parcels within existing urban areas that are already largely developed.

L

LTAP (Long Term Accommodation Plan) - An annually reviewed planning document that provides enrolment projections and guides accommodation planning for a 10-year period. The 2015-2016 LTAP can be accessed via the HDSB website ([link](#)).

N

North Aldershot Planning Area - Is [located](#) north of Highway 403 and south of the city of Hamilton. The westerly limit is Highway 6 and the easterly limit is the Dundas-Burlington Ontario Hydro Transmission Line. It is a distinctive area in Burlington's Official Plan. Application for development has been submitted for review by the [City of Burlington](#).

O

Optional Attendance - Where a student is granted permission to attend a school other than their designated home school. The permission is only for one year and transportation is not provided. Status is reviewed annually.

OTG (On The Ground Capacity) - Provincially-recognized pupil place capacity of the school building, which may include additions, or alterations to the school building. This figure is recognized as the operating capacity of the school. This figure does not include portables or portapaks.

P

Program and Accommodation Review (PAR) - A process to review a school or a group of schools that meet one of five conditions as outlined in the HDSB [policy](#) that will identify programming and accommodation issues and recommend solutions to the Board of Trustee for a final decision.

Program and Accommodation Review

Committee (PARC) - Advisory group that acts as an official conduit for information shared between the Board of Trustees and their communities. The PARC will meet, review information, provide feedback from the community, and suggest options. The PARC does not make the final decision.

Portable - Is a modular classroom, which by design can be moved and relocated as required. This space is considered not permanent and is excluded from the school's OTG capacity.

Portapak - Are pre-engineered (self-sufficient) multiple classrooms assembled under a common roof and constructed on a foundation (usually caisson piers) and attached to a school. This space is considered not permanent and is excluded from the school's OTG capacity.

Pupil Accommodation Review Guidelines - This [Guideline](#) provides school boards with an efficient tool to address the Board's needs to close or consolidate facilities.

R

Renewal Needs - The cost of repairs collected through non-invasive condition assessments that are conducted in eligible schools one per every five-year cycle.

S

Samuel Curtis Estates - A small area in Oakville that is directed to Robert Bateman High School located north of Lakeshore Rd. W. and east of Burloak Dr.

Self-Contained Special Education (SC-SPED) - Program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of services that meets student needs. Instruction is provided to students that require assistance from a qualified Special Education Teacher. Student may be integrated into a regular classroom setting as appropriate.

Further explanation of self-contained special education programs is available in the Glossary of Secondary School Program Terms.

Secondary Gifted Placements - Students formally identified as gifted are eligible to attend this placement option. Secondary students will have the option of being timetabled into the same class/section of core academic subjects. Gifted/enhanced classes follow the same curriculum as Academic classes and are assessed and evaluated the same way. They differ from Academic classes in the depth and breadth of the subject covered as well as in the pacing.

Secondary Review Area (SRA) - ERAs and SRAs are developed by planning staff in order to analyze community trends on a more detailed rather than if the data were organized municipally or regionally. These geographic areas are typically comprised of a number of schools however some ERAs and SRAs may have no schools.

Shortage of Pupil Places - The lack of available pupil places.

School Information Profiles (SIP) - Provides background information regarding the schools impacted by PAR for member of the public and PARC.

T

Total Capacity - Is the total of the OTG pupil places, portable and portapak capacity pupil places.

U

Utilization Rate (UTZ) - School enrolments divided by the school OTG capacity.