

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	<i>No closures - Capping Dr. Frank J. Hayden SS</i>	5622	1653	77%
Option 8	Lester B. Pearson HS <i>Boundary Change – Dr. Frank J. Hayden SS</i>	5622	1011	85%
Option 9	Robert Bateman HS, Lester B. Pearson HS <i>Program Change – Dr. Frank J. Hayden SS</i>	5622	-312	106%
Option 10	Robert Bateman HS, Lester B. Pearson HS <i>Boundary Change – Dr. Frank J. Hayden SS</i>	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 schools are involved in the PAR. Information provided in the SIP are considered 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 its 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
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MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015

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PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

One aspect of a school board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education's *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. This version of the *Pupil Accommodation Review Guideline* (the "*Guideline*") builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future sale of the property. These sales are governed by provincial regulation. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset of the school board due to a projected need for the facility in the

future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board's needs and considered for a future sale.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

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

This *Guideline* is effective upon release and replaces the previous *Guideline* of June 2009.

II. INTRODUCTION

Ontario's school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

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

III. GUIDING PRINCIPLES

The *Guideline* has been established to align with the Ministry of Education's vision and as such, focuses on student well-being; academic achievement; and school board financial viability/sustainability.

All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a **minimum** requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board's pupil accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be made available to the public as determined in the school board's policy, and posted on the school board's website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed

by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The initial staff 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 initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- 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 must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board's policy,

and posted on the school board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- 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 the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten 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 the 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 boards 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.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

Following the Board of Trustees' approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board's initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting. School boards must provide

them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended option(s); and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC 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.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's

initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.
- There must be a minimum period of 40 business days between the first and final public meetings.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or
- when a school 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).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. The final staff 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.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XV. EXEMPTIONS

This *Guideline* applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school 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 school board's policy;
- when a lease for the school is terminated;
- when a school 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 a school 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; or
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVI. DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.



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.

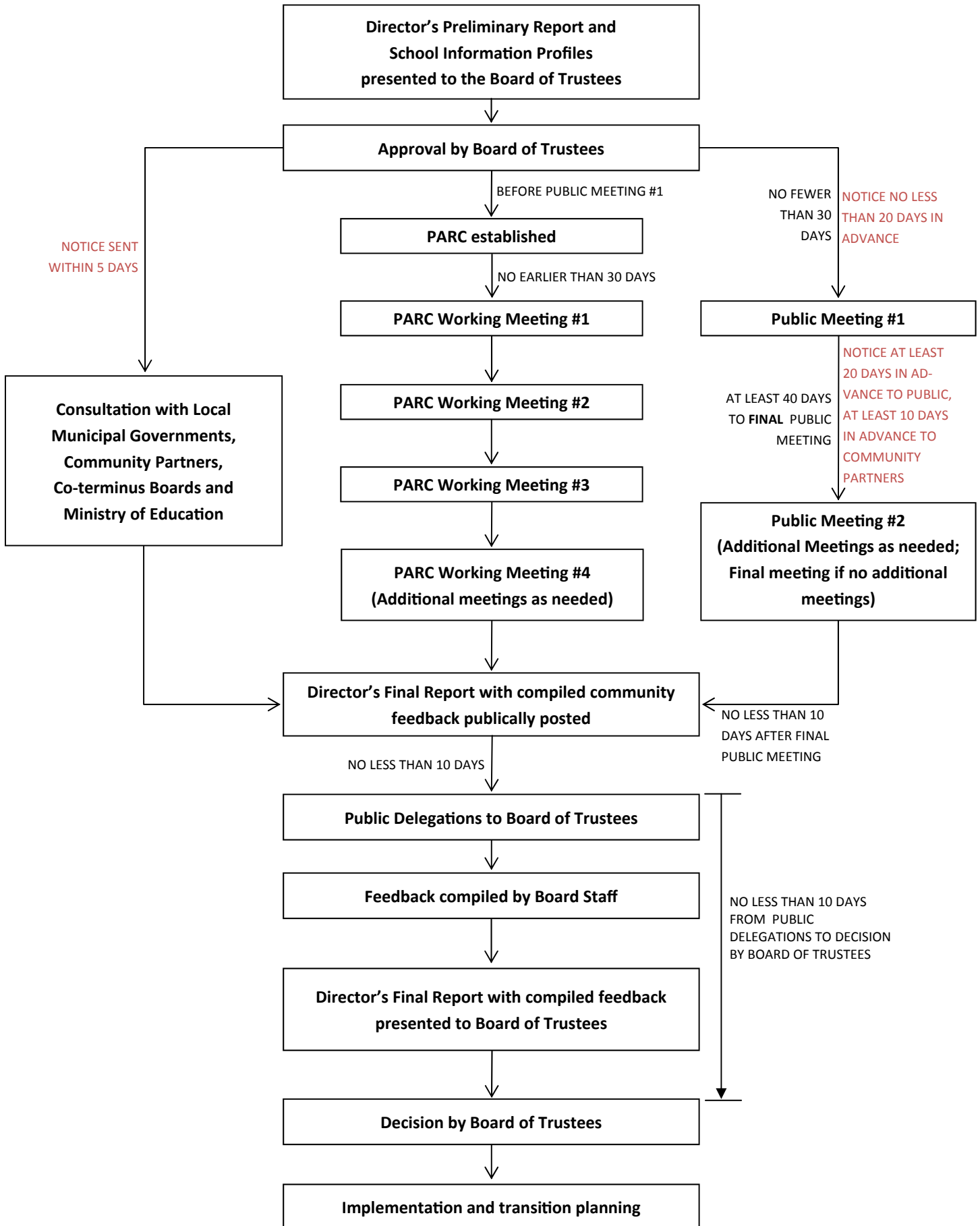
Other School Use Profile

- 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.

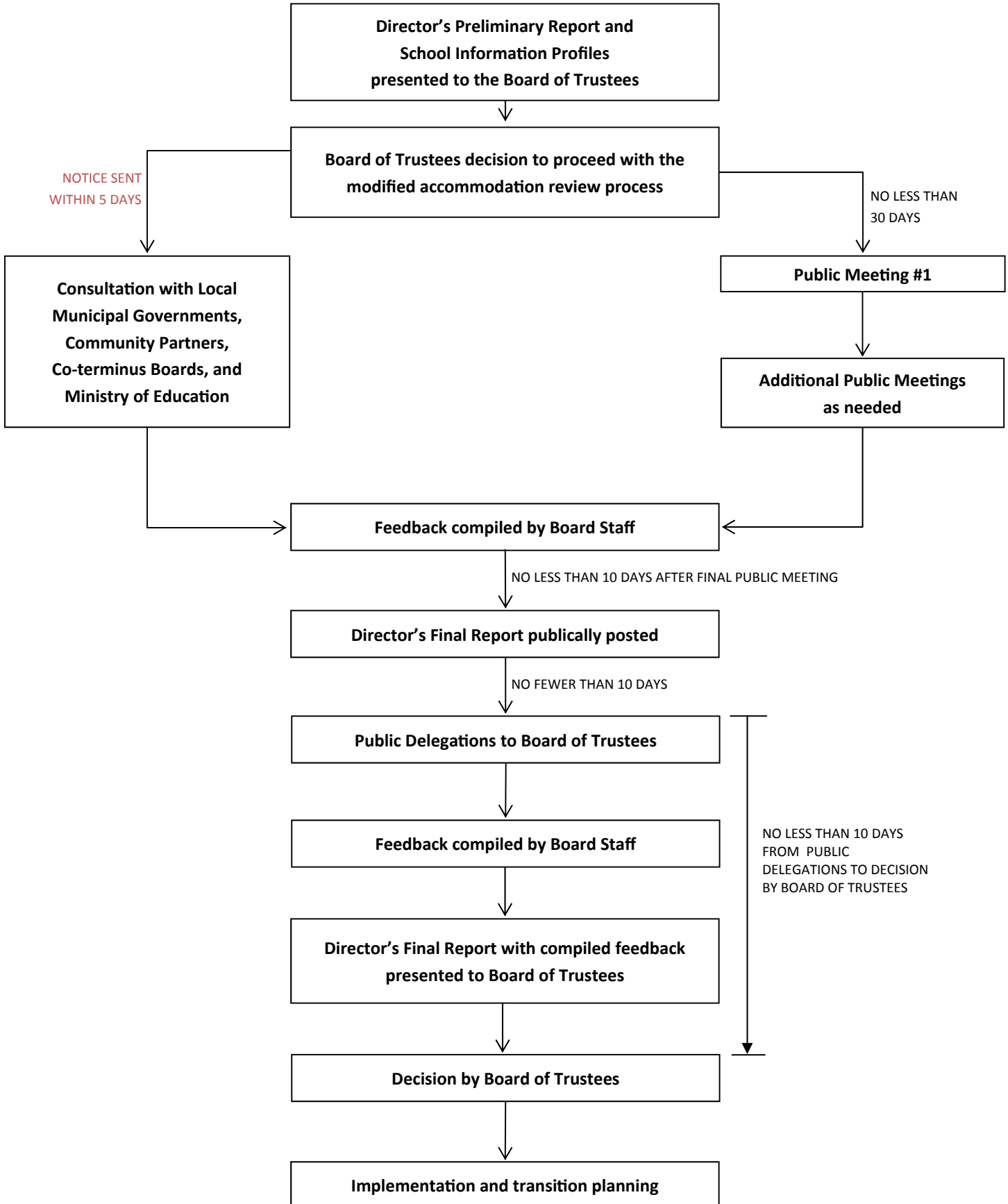
SCHEDULE "B"

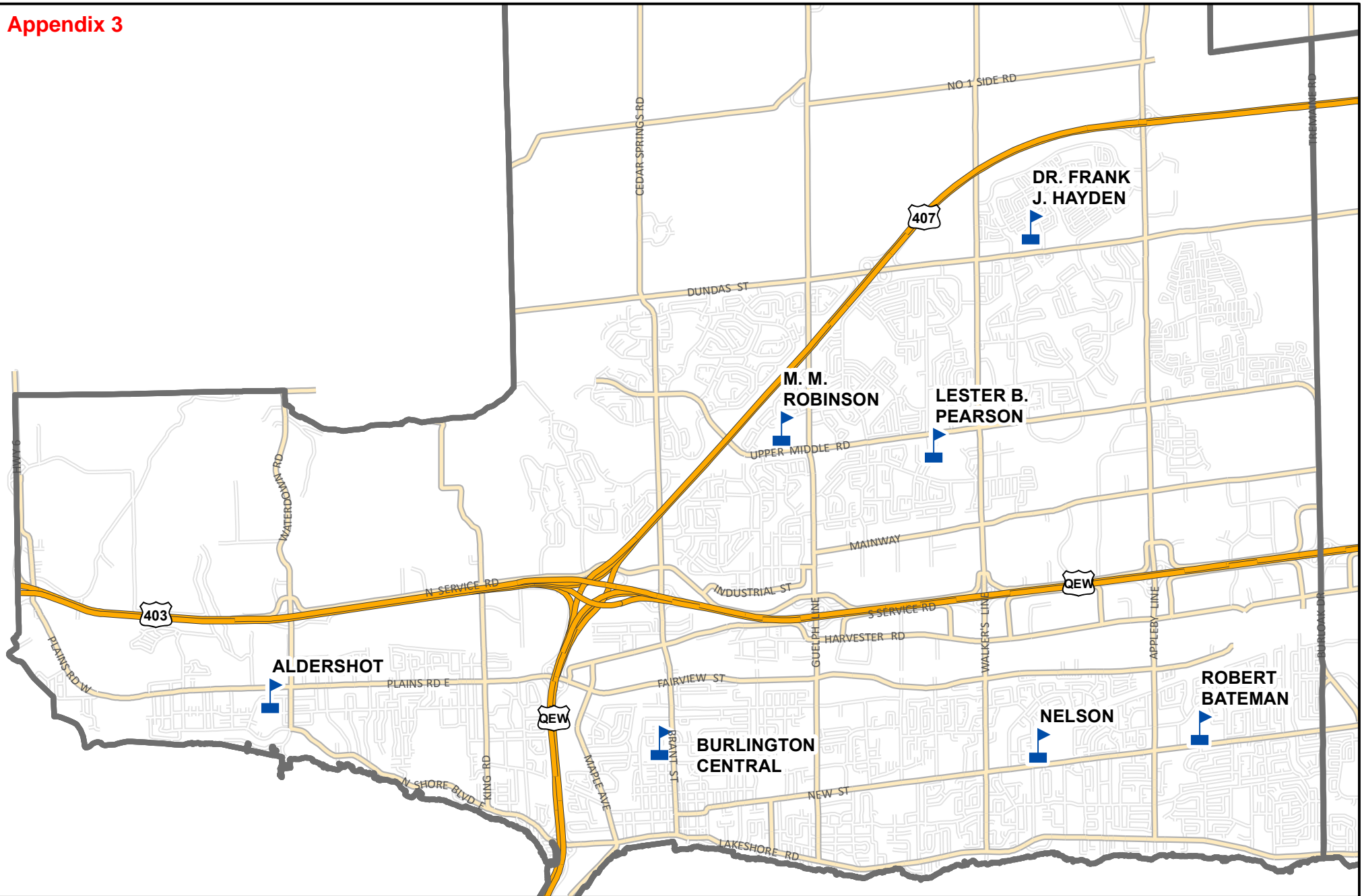
Program and Accommodation Review Timeline — Standard Review Process



SCHEDULE "B"

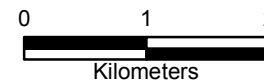
Program and Accommodation Review Timeline —Modified Review Process





Halton District School Board
Planning Department

Burlington Secondary Schools



The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

Proposed roads are subject to change.

It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assume no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-3663.

SMALL SCHOOL LARGE SCHOOL DATA TRENDS

Jan 14, 2015



Introduction

- Comparison of a number of factors that might impact programming in small vs large Secondary Schools – the Halton context
- For the purposes of this analysis, small schools are considered to be schools with enrolments in the range of 450 – 600 students and large schools are considered to be schools with enrolments of 1000 – 1200 students
- Schools with regional Essential program and large vocational programs were not considered in this study because of the uniqueness of each setting

Introduction

- The following schools were used as example “small” schools and “large” schools
- Small schools – LBPHS, ALDHS, BCCHS, ADHS
- Large schools – APHS, IRHS, TABHS, NELHS
- Data from these 8 schools was considered in the following areas:

Course Variety	Service Areas
Scheduling/Conflicts	Early Leavers
Shared Students	Graduation Rates
E-learning	Other Factors



Course Variety

- Typically the grade 9 program does not vary substantially across all schools within our system.
- Increases in the number of different course types offered (ie: the variety of options) occurs in grades 10 – 12
- Variety in course types/pathways support different learner profiles, interests and post secondary pathways
- Larger schools are generally able to offer a larger variety of courses

Number of Courses Offered for School Year 2014 - 2015

School	Projected Enrolment (2014 2015)	# of Courses Offered
LBP	482	117
ALD	459	98
ACT	508	125
BCHS	590	121
AVERAGE		115.25
TAB	1139	137
NEL	1132	130
APHS	1006	130
IRHS	1253	141
AVERAGE		134.5



Scheduling and Timetable Conflicts

Building The School Timetable

1. Based on enrolment, staffing is assigned to schools (equates to total number of classes)
2. Students select courses (both required and optional courses)
3. The Principal (Leadership Team) determines the number of classes of each course that will run
4. A draft timetable is built. Trillium considers all course selections for all students and places courses in semesters and periods to accommodate the largest number of student requests ie: minimize conflicts
5. A typical high school schedules has 10 “slots” to place courses. Some schools have a common lunch and therefore have 8 “slots” to place courses

Scheduling and Timetable Conflicts

Example Timetable

Per	Semester 1	Semester 2
1	English	Geography
2	Science	Auto
3	Lunch	Math
4	Phys Ed	Lunch
5	Art	Business



Scheduling and Timetable Conflicts

- A timetable conflict occurs when a student's schedule is built and they are unable to get all of the courses they requested
- This occurs when two courses a student requests are only available in the same semester and period
- This occurs often where a student selects two courses that each have only one class assigned (single section courses) and both are scheduled in the same period same semester



Scheduling and Timetable Conflicts

- Example:

Small school, common lunch, grade 10 cohort of 100 students, 4 classes of 25 students run in each period. For compulsory courses there are likely only 1 Applied course for each of science, history, English and math. All students take Civics/Careers. Assume about 8 optional area courses to choose from (art, music, drama, auto, construction, business, phys ed, French)

Scheduling and Timetable Conflicts

Per	Semester 1	Semester 2
1	Applied English	Applied History
2	Applied Science	Applied Math
3	Lunch	Lunch
4	X	Civics/Careers
5	X	X

- After the compulsory courses (Applied English, Science, History and Math) have been scheduled, only 4 periods available to schedule the 8 optional area courses and Civics/Careers → “Conflicts”



Scheduling and Timetable Conflicts

- For a larger school with a grade 10 cohort of about 200, there might be 2 applied classes in each compulsory area and there would be many more multi section courses in the optional areas
- This provides flexibility and options for course placement to schedule students into their courses of choice
- The number of single section courses increases in grade 11 and 12
- This becomes a concern for students if they are unable to get the courses they require for their pathway and for post secondary requirements

Scheduling and Timetable Conflicts

- Generally, the data shows that students in a small school experience twice as many timetable conflicts

School	Projected Enrolment (2014 2015)	# of Courses Offered	# timetable Conflicts	% of students with one or more conflicts
LBP	482	117	212	44.0
ALD	459	98	157	34.2
ACT	508	125	227	44.7
BCHS	590	121	190	32.2
AVERAGE		115.25		38.5
TAB	1139	137	180	15.8
NEL	1132	130	200	17.7
APHS	1006	130	226	22.5
IRHS	1253	141	250	20.0
AVERAGE		134.5		18.9



Scheduling and Timetable Conflicts

- Efficiencies in the timetable also increase as number of students in a given course increase. This allows staffing to be used for other courses in the school where students numbers may not normally be sufficient to run a class.

Eg: Consider a course selected by:

- 33 students - probably 2 classes of 16.5 students
- 66 students - probably 3 classes of 22 students
- 99 students – probably 4 classes of 24.75 students



“Shared” Students

- A student is a shared student when they are registered in more than one school ie: they are shared between two schools
- Students will register for courses at another school when a course they require/want is not available in their home school
- Students in small schools are three times as likely to be a “shared” student than students in large schools

Students Attending More Than One School

<i>School</i>	<i>Oct 31, 2014 Enrolment</i>	Shared Schools	
		<i>#of students shared to another HDSB school</i>	<i>% of students in school taking course(s) outside of home school</i>
Acton	491	46.0	9%
Aldershot	461	78.0	17%
Bur Central	597	63.0	11%
Pearson	467	47.0	10%
<i>Total Small School</i>	<i>2016</i>	<i>234.0</i>	<i>12%</i>
Abbey Park	972	74.0	8%
Nelson	1139	54.0	5%
Blakelock	1120	26.0	2%
Iroquois	1283	15.0	1%
<i>Total Big School</i>	<i>4514</i>	<i>169.0</i>	<i>4%</i>



Elearning (On-line Courses)

- Elearning is a valuable alternative to face to face learning that is available in all schools
- Many students choose on-line courses because it suits their learning style and interests
- Students sometimes choose on-line courses because the course they are choosing is not available in their home school
- Students in small schools are almost twice as likely to take an on-line course as in a large school

On-Line Learning

School	Enrolment (2013 2014)	Online Course Requests (2014/15 as of Mar 2014)	# of Requests/ 100 students	AMDEC Course Enrolments (13/14)	# AMDEC Courses/ 100 Students
Acton	503	59	11.7	20	4.0
Aldershot	518	62	12.0	70	13.5
Bur Central	672	84	12.5	11	1.6
Pearson	555	52	9.4	12	2.2
Total			11.4		5.0
Abbey Park	1067	130	12.2	83	7.8
Nelson	1208	91	7.5	25	2.1
Blackelock	1119	38	3.4	20	1.8
Iroquois	1265	30	2.4	4	0.3
Total			6.2		2.8



Service Areas

- Service areas are staffed by teachers but are not generally considered classroom areas eg: Guidance, Special Education and Library
- Staffing is provided to schools to ensure that these areas are kept “open” and available to students over several periods a day
- Most schools will have their Special Education Resource Room, The Guidance Office and the Library open and available to students all periods of the day.



Service Areas

On a per pupil basis,

- Special Education Staffing in small schools is 1.4 times richer than in larger schools
- Guidance staffing in smaller schools is 1.4 times richer than in larger schools
- Library staffing in smaller schools is 2.3 times richer than in larger schools

Service Areas

School	Projected Enrolment (2014 2015)	Guidance Allocation	Students per Guidance section	Library Allocation	Students per Library Section	Sped Allocation	Students Per Sped Section
ACT	508	9.0	56.4	6	84.7	11	46.2
ADHS	459	9.0	51.0	6.0	76.5	11	41.7
BCHS	590	9.0	65.6	6.0	98.3	14	42.1
LBPHS	482	9.0	53.6	6.0	80.3	11	43.8
Average			57		85.0		43.4
APHS	1006	12.0	83.8	6.0	167.7	19	52.9
NELHS	1132	15.0	75.5	6.0	188.7	20	56.6
TABHS	1138	15.0	75.9	6.0	189.7	20	56.9
IRHS	1253	15.0	83.5	6.0	208.8	20	62.7
Average			79		188.7		57.3



Early Leavers

- A student is considered an early leaver when they leave a school prior to graduation and do not register in another school (inside or outside our Board)
- The numbers of Early Leaver across the board is gradually declining each year
- Last year, there were three times the number of early leavers in our small schools compared to our large schools

Early Leavers

		Early Leavers	
<i>School</i>	<i>Oct 31, 2014 Enrolment</i>	# of students left school prior to graduation (this school year)*	% Left school prior to graduation (this school year)*
Acton	491	14	3%
Aldershot	461	15	3%
Bur Central	597	15	3%
Pearson	467	8	2%
<i>Total Small School</i>	<i>2016</i>	52	3%
Abbey Park	972	8	1%
Nelson	1139	15	1%
Blakelock	1120	12	1%
Iroquois	1283	10	1%
<i>Total Big School</i>	<i>4514</i>	45	1%



Graduation Rates

- Larger percentage of early leavers in small schools will contribute to decreased graduation rates
- Also, more students on a per capita basis stay for a 5th year in smaller schools
- This may be attributed to not being able to “fit” their desired courses in their first 4 years of school
- Results in a significantly lower graduation rate after 4 years and a slightly lower graduation rate after 5 years in smaller schools compared to larger schools

Graduation Rates

School	Number of Graduation Candidates**	Graduated in 2012-13	Percentage Graduating in 4 yrs.	Graduated in	Percentage Graduating in 5 yrs.	Total Number Graduating	Total Percentage Graduating
				2013-14			
ACT	129	111	86.0%	10	7.8%	121	93.8%
ALD	117	103	88.0%	8	6.8%	111	94.9%
BCH	168	131	78.0%	17	10.1%	148	88.1%
LBP	176	142	80.7%	14	8.0%	156	88.6%
			82.5%		8.3%		90.8%
School	Number of Graduation Candidates**	Graduated in 2012-13	Percentage Graduating in 4 yrs.	Graduated in	Percentage Graduating in 5 yrs.	Total Number Graduating	Total Percentage Graduating
				2013-14			
APH	289	255	88.2%	22	7.6%	277	95.8%
NEL	332	286	86.1%	21	6.3%	307	92.5%
TAB	269	222	82.5%	14	5.2%	236	87.7%
IRHS	308	280	90.9%	18	5.8%	298	96.8%
			87.1%		6.3%		93.4%



Other factors

- Teacher Subject Specialization
 - greater specialization in larger schools for senior courses eg: 4 or 5 science teachers – a biology specialist, a physics specialist, a chemistry specialist, 2 science generalists
 - In a smaller school with only 2 science teachers, you may not have all specialization areas covered to the same extent.



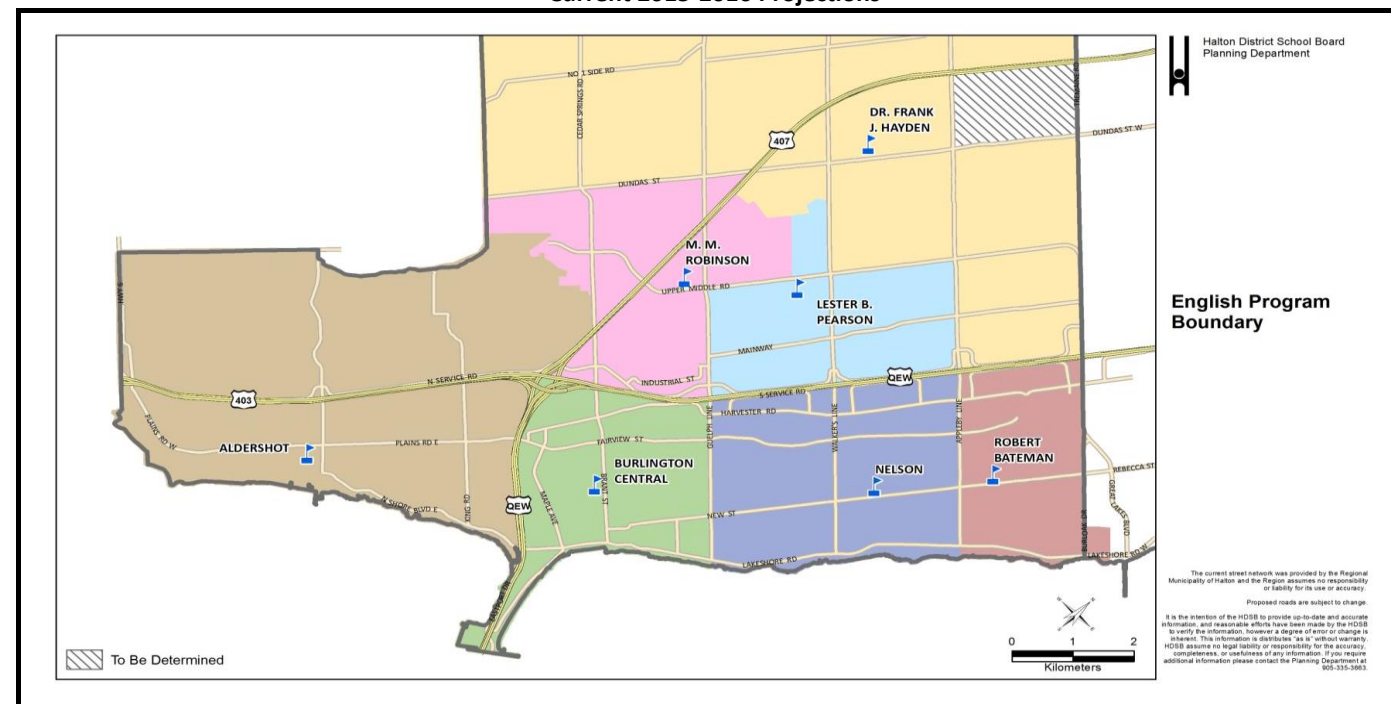
Other factors

- Extra Curricular Participation
 - Larger schools offer greater number and more variety of activities because they have enough staff with the interest and skill – more opportunities for students
 - Smaller schools have fewer extra-curricular activities, but students are more likely to be able to make school teams because of the smaller student numbers



Other factors

- Monitoring and support
 - Larger schools have more flexibility in the way they use Guidance, Special Education and Student Success staffing to support students
 - In smaller schools, staff tend to know each student better and might be more able to proactively intervene to support a student who is in need of assistance

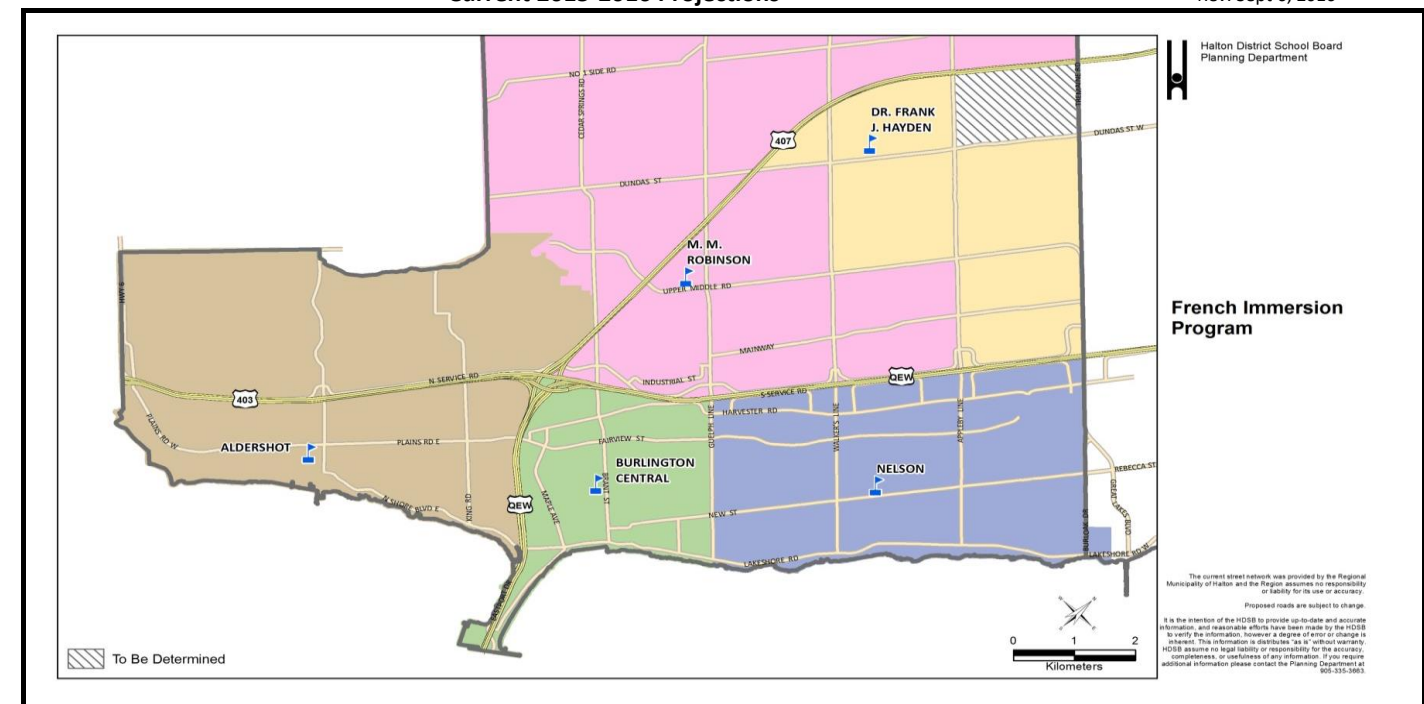


STATUS: Current Boundary and Enrolments for Burlington Secondary Schools

ISSUES:
 By 2020 there will be approximately 1598 (1200 south of the QEW and 398 north of QEW) available spaces at Burlington high schools.
 Overall utilization is near 78%.
 There will be an inequality for enrollments between schools north and south of the QEW.

NOTES:
Aldershot HS: By 2020 utilization will be at 83%, with 97 available spaces. Enrolments are expected to continue to decline. 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, 205 pupil places (2015).
Burlington Central HS: Enrolments are expected to increase, an excess of 277 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, 101 pupil places (2015).
Nelson HS: Enrolments are expected to increase to approximately 83% utilization by 2020. There will be approximately 229 available pupil places.
Nelson HS: The Secondary Gifted Placement is located at this school.

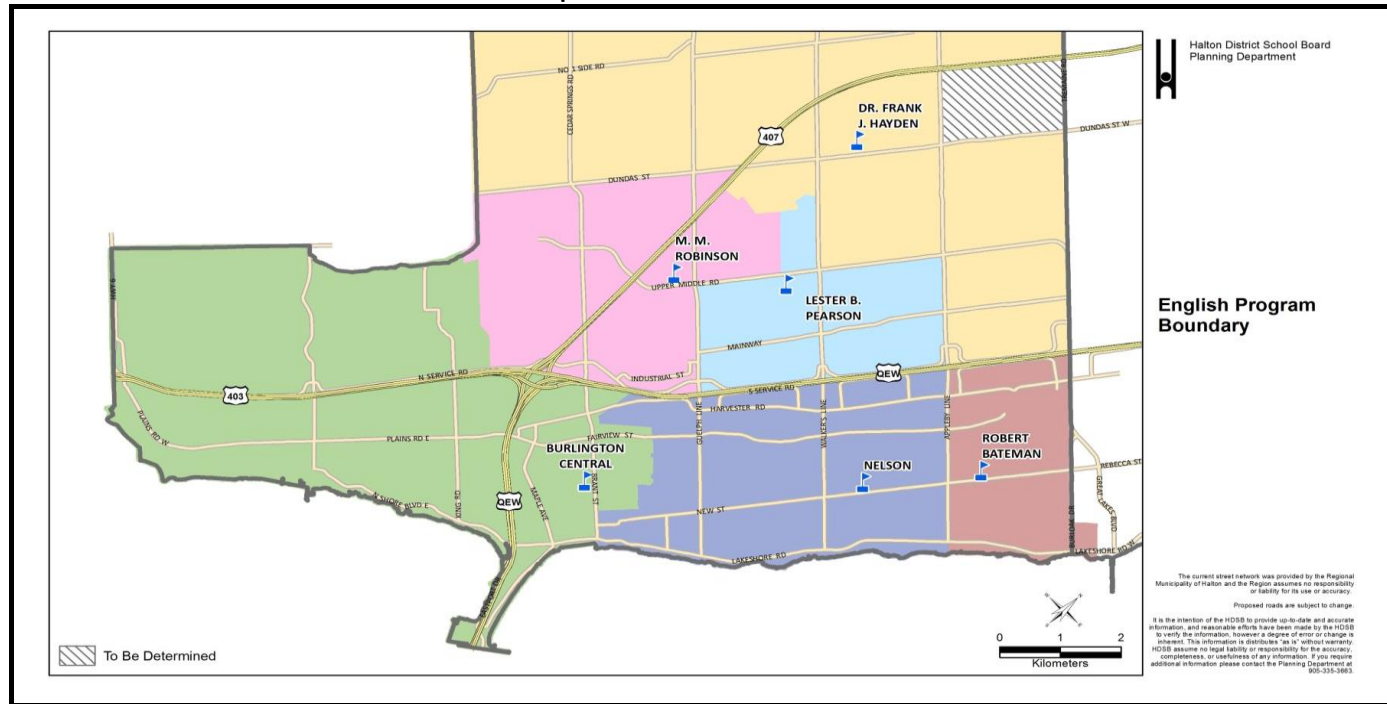
	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357	331	326	315	311	307	
	FI				92	100	106	105	105	104	107	107	111	109	105	
	Total				436	444	476	466	474	461	438	433	426	420	412	
	Available Pupil Places					122	114	82	92	84	97	120	125	132	138	146
	Percent Utilization					78%	80%	85%	84%	85%	83%	78%	78%	76%	75%	74%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	512	499	490	470	460	468	483	472	
	FI				57	55	63	78	86	103	127	131	132	134	124	
	Total				595	567	570	590	585	593	597	591	600	617	596	
	Available Pupil Places					275	303	300	280	285	277	273	279	270	253	274
	Percent Utilization					68%	65%	66%	68%	67%	68%	69%	68%	69%	71%	69%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	875	860	838	814	760	755	726	730	
	FI				129	141	179	202	225	274	296	328	358	347	327	
	Total				998	992	1048	1077	1085	1112	1110	1088	1113	1073	1057	
	Available Pupil Places					343	349	293	264	256	229	231	253	228	268	284
	Percent Utilization					74%	74%	78%	80%	81%	83%	81%	83%	80%	79%	
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	475	467	453	432	413	403	378	394	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total				799	801	764	741	740	726	704	683	673	647	666	
	Available Pupil Places					524	522	559	582	583	597	619	640	650	676	657
	Percent Utilization					60%	61%	58%	56%	56%	55%	53%	52%	51%	49%	50%



NOTES CON'T:
Nelson HS: Typically attracts students.
Robert Bateman HS: By 2020 utilization is expected to decrease to 55%, with approximately 597 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 under 50% and there will be approximately 714 available pupil places.
Lester B. Pearson HS: In 2020, there will be 289 available pupil places. Utilization is expected to be at 55%.
Lester B. Pearson HS: Sir E. MacMillan PS Late FI (LFI) students are directed to this school for grade 9-12 Late FI programming.
Dr. Frank J. Hayden SS: Expected to exceed total capacity by 2016 with a shortage of 361 spaces and continue to grow in enrolments until 2021.
Dr. Frank J. Hayden SS: Opened in 2012.

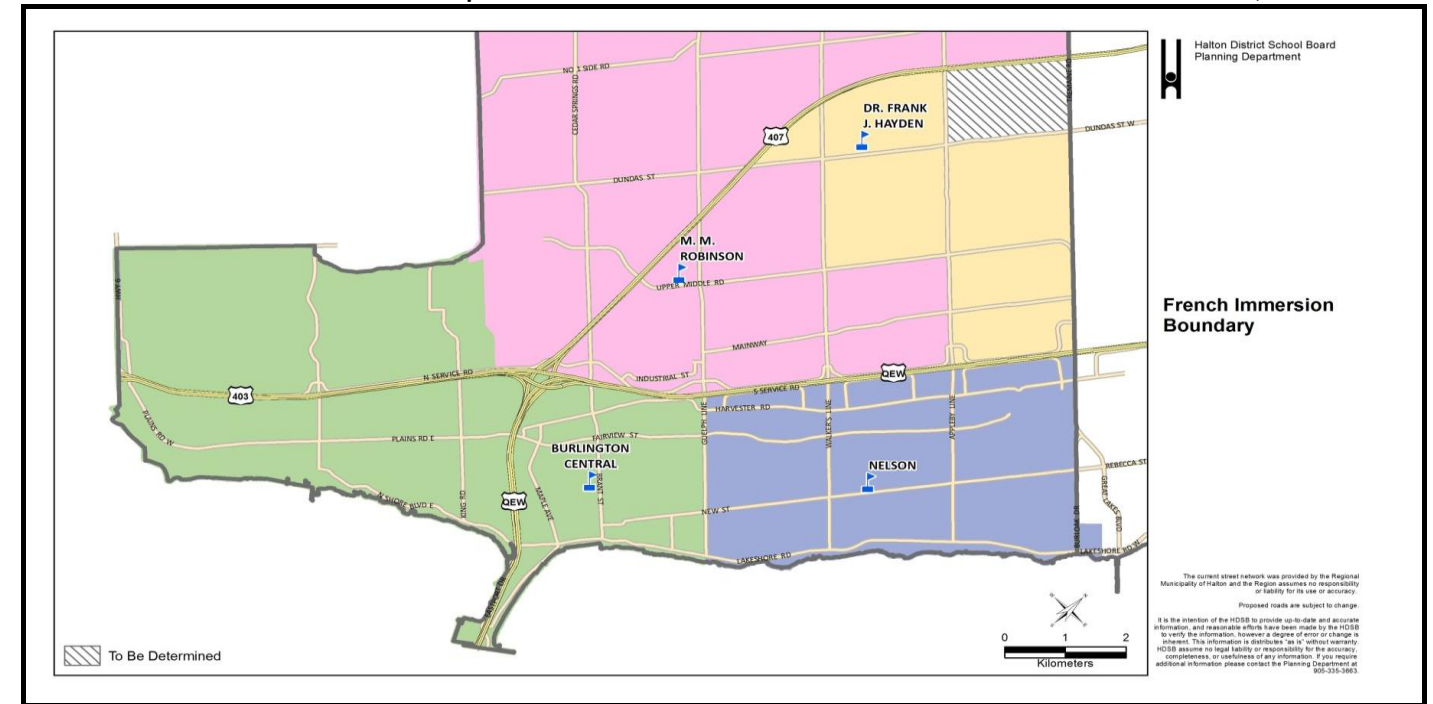
	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	504	494	481	486	460	439	442	443	
	FI				110	119	97	108	119	122	147	148	153	159	152	
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30	
	Total	730	701	651	642	643	633	663	638	622	631	625				
	Available Pupil Places					617	646	696	705	704	714	684	709	725	716	722
Percent Utilization					54%	52%	48%	48%	48%	47%	49%	47%	46%	47%	46%	
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	357	345	344	327	322	296	308	307	280	282	268	
	LFI				59	52	51	60	59	57	58	57	54	54	53	
	Total				416	397	395	387	381	353	366	364	334	336	321	
	Available Pupil Places					226	245	247	255	261	289	276	278	308	306	321
	Percent Utilization					65%	62%	62%	60%	59%	55%	57%	57%	52%	52%	50%
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	328	356	399	411	421	427	396	387	
	Total				1408	1554	1623	1719	1736	1799	1829	1795	1776	1755	1679	
	Shortage of Pupil Places					-214	-360	-429	-525	-542	-605	-635	-601	-582	-561	-485
	Percent Utilization					118%	130%	136%	144%	145%	151%	153%	150%	149%	147%	141%
South of QEW Total		4092	21	4533	2828	2804	2858	2874	2884	2892	2849	2795	2812	2757	2731	
North of QEW Total		3183	38	3981	2554	2652	2669	2748	2760	2785	2858	2797	2732	2722	2625	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	

Option 1 - Aldershot HS Closes



Option 1 - Aldershot HS Closes

Rev. Sept 6, 2016



RATIONALE: To present the impacts of closing Aldershot HS.

ISSUES:
 Aldershot community loses its high school.
 Enrolments for Robert Bateman HS, M.M. Robinson HS and Lester B. Pearson HS remain under 65% utilization.
 Dr. Frank J. Hayden SS exceeds total capacity in 2016.
 Potential Program and Accommodation Review for Aldershot elementary students.

NOTES:
 Aldershot HS: Closes in June 2018.

Burlington Central HS: Boundary is expanded west to include Aldershot HS students.
 Burlington Central HS: Eastern English boundary shrinks between Brant St and Guelph Line.
 Burlington Central HS: Utilization is expected to increase to approximately 98% by 2020.

Nelson HS: English boundary is expanded to include an area west of Guelph Line. FI Boundary no has change.
 Nelson HS: Utilization will be approximately 93% by 2020.

NOTES CON'T:
 M.M. Robinson HS: The boundary is expanded west for grades 9 -12.
 M.M. Robinson HS: Utilization is approximately 52% by 2020.

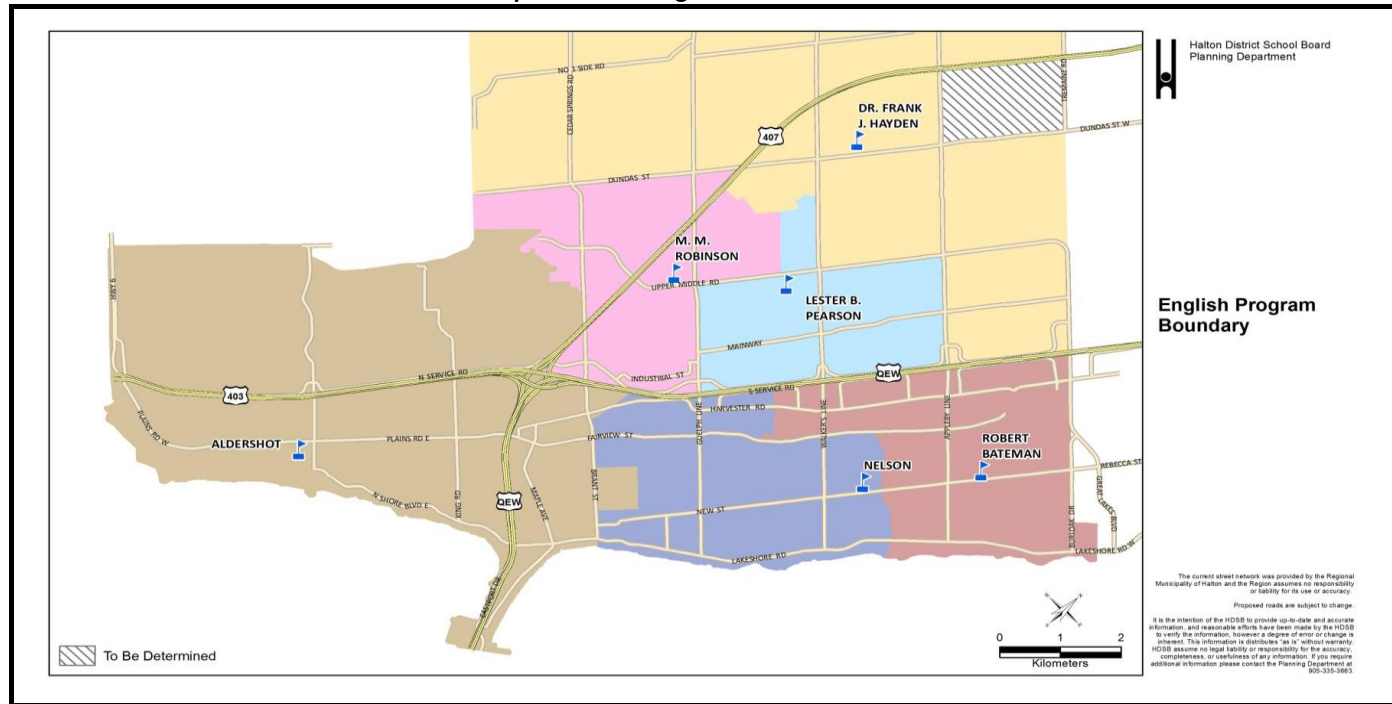
IMPACTS ON ELEMENTARY SCHOOLS
 Aldershot Elem. PS: ENG and FI program to have a split cohort between M.M. Robinson HS and Aldershot HS.
 Tecumseh PS: More students directed to Nelson HS.
 Burlington Central Elem. PS: Split grade 8 cohort between Burlington Central HS and Nelson HS.

RESULTS:
 By 2020, there will be approximately 1037 available pupil places overall, 715 available spaces south of QEW and 325 available spaces north of the QEW.
 Overall there will be a reduction of 558 spaces.
 Overall utilization to be at 85%. South of the QEW utilization will be 80% and north of the QEW utilization will be 90% by 2020.
 Approximately 350 additional students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Closes 2018	ENG	558	0	558	344	344	370	0	0	0	0	0	0	0	0	
	FI				92	100	106	0	0	0	0	0	0	0		
	Total				436	444	476	0	0	0	0	0	0	0	0	
	Available Pupil Places					122	114	82	558	558	558	558	558	558	558	
	Percent Utilization					78%	80%	85%	0%	0%	0%	0%	0%	0%	0%	0%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	698	688	673	630	608	596	591	575	
	FI				57	55	63	156	162	179	205	209	213	214	202	
	Total				595	567	570	854	850	852	835	817	809	805	777	
	Available Pupil Places					275	303	300	16	20	18	35	53	61	65	93
	Percent Utilization					68%	65%	66%	98%	98%	98%	96%	94%	93%	93%	89%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	1008	995	967	945	900	905	891	898	
	FI				129	141	179	202	225	274	296	327	358	347	327	
	Total				998	992	1048	1210	1220	1241	1241	1227	1263	1238	1225	
	Available Pupil Places					343	349	293	131	121	100	100	114	78	103	116
	Percent Utilization					74%	74%	78%	90%	91%	93%	93%	91%	94%	92%	91%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	475	467	453	432	413	403	378	394	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total				799	801	764	741	740	726	704	683	673	647	666	
	Available Pupil Places					524	522	559	582	583	597	619	640	650	676	657
	Percent Utilization					60%	61%	58%	56%	56%	55%	53%	52%	51%	49%	50%

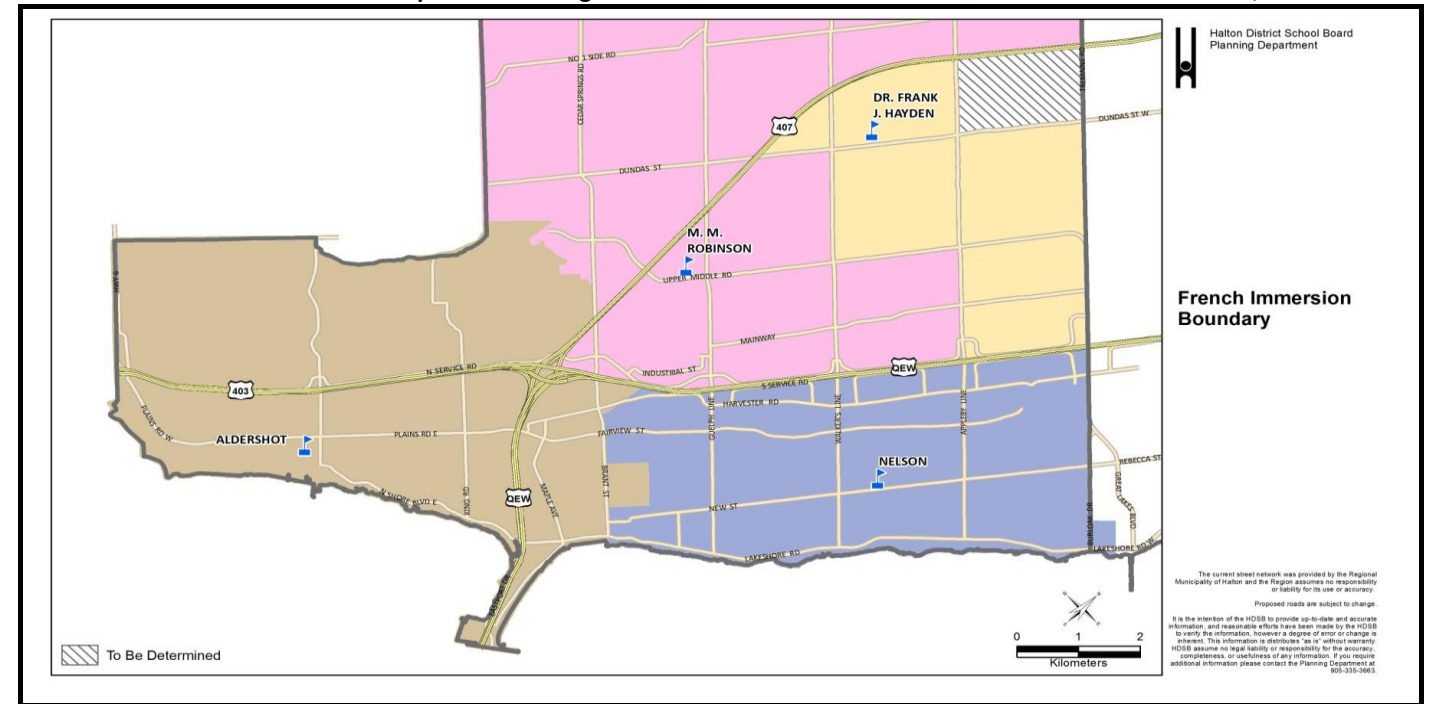
	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	546	539	526	526	499	477	480	478	
	FI				110	119	97	135	148	150	176	177	182	188	180	
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30	
	Total	730	701	651	711	717	706	732	706	689	698	688				
	Available Pupil Places					617	646	696	636	630	641	615	641	658	649	659
Percent Utilization					54%	52%	48%	53%	53%	52%	54%	52%	51%	52%	51%	
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	357	345	344	327	322	296	308	307	280	282	268	
	LFI				59	52	51	60	59	57	58	57	54	54	53	
	Total				416	397	395	387	381	353	366	364	334	336	321	
	Available Pupil Places					226	245	247	255	261	289	276	278	308	306	321
	Percent Utilization					65%	62%	62%	60%	59%	55%	57%	57%	52%	52%	50%
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	328	356	399	411	421	427	396	387	
	Total				1408	1554	1623	1719	1736	1799	1829	1795	1776	1755	1679	
	Shortage of Pupil Places					-214	-360	-429	-525	-542	-605	-635	-601	-582	-561	-485
	Percent Utilization					118%	130%	136%	144%	145%	151%	153%	150%	149%	147%	141%
South of QEW Total		4092	21	4533	2828	2804	2858	2805	2810	2819	2780	2727	2745	2690	2668	
North of QEW Total		3183	38	3981	2554	2652	2669	2817	2834	2858	2927	2865	2799	2789	2688	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	

Option 2 - Burlington Central HS Closes



Option 2 - Burlington Central HS Closes

Rev. Sept 6, 2016



RATIONALE: To present the impacts of closing Burlington Central HS.

ISSUES

- Burlington Central HS is a shared campus with Central PS and Burlington Central Elem. PS.
- Downtown Core area to lose its high school.
- Potential future Program and Accommodation Review for Burlington Central Elementary PS and Aldershot Elementary PS.
- Enrolments for Robert Bateman HS, M.M. Robinson HS and Lester B. Pearson HS remain under 65% utilization.
- Aldershot HS and Dr. Frank J. Hayden SS exceeds total capacity (additional available space at the Aldershot facility).

NOTES:

- Aldershot HS:** Expands to include a portion of Burlington Central HS catchment.
- Aldershot HS:** Enrolment will increase to approximately 149% utilization in 2018, exceeding total capacity. Additional space required from the Aldershot Elementary PS facility.
- Burlington Central HS:** Closes in June 2018.
- Nelson HS:** English expands to include areas west of Guelph Line. The eastern borders shifts and excludes some areas west of Appleby Line. FI Boundary expands to include areas west of Guelph Line.

NOTES CON'T

- Nelson HS:** Utilization will be approximately 89% by 2020.
- Robert Bateman HS:** Boundary expands to include areas west of Appleby Line.
- Robert Bateman HS:** Utilization is expected to decline below 65% by 2022.

IMPACTS ON ELEMENTARY SCHOOLS

- Tecumseh PS:** More students directed to Nelson HS.
- Frontenac PS:** Unified grade 8 cohort directed to Robert Bateman HS.
- Burlington Central Elem PS:** Split grade 8 cohort between Aldershot HS and Nelson HS.

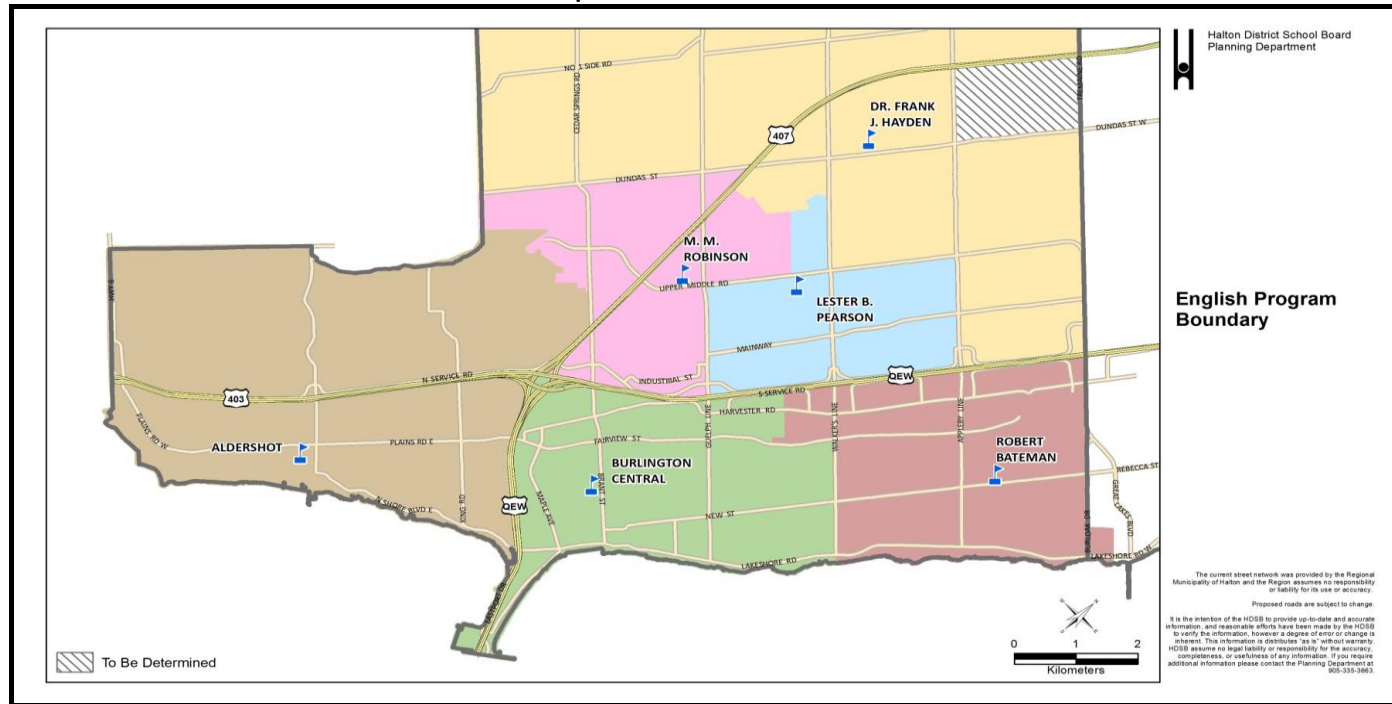
RESULTS

By 2020, there will be approximately 728 available pupil places (89% utilization) overall, 329 available spaces (90% utilization) south of the QEW and 399 available pupil places (87% utilization) north of the QEW. Overall a reduction of 870 pupil places. Potential PAR for Burlington Central Elementary PS and Aldershot Elementary PS students. Approximately 450 additional students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	688	680	661	614	592	582	576	561	
	FI				92	100	106	144	145	149	158	159	163	161	154	
	Total				436	444	476	832	825	810	772	751	745	737	715	
	Available / Shortage of Pupil Places					122	114	82	-274	-267	-252	-214	-193	-187	-179	-157
	Percent Utilization					78%	80%	85%	149%	148%	145%	138%	135%	134%	132%	128%
Burlington Central HS Closes 2018	ENG	870	6	996	538	512	507	0	0	0	0	0	0	0	0	
	FI				57	55	63	0	0	0	0	0	0	0	0	
	Total				595	567	570	0	0	0	0	0	0	0	0	
	Available Pupil Places					275	303	300	870	870	870	870	870	870	870	
	Percent Utilization					68%	65%	66%	0%	0%	0%	0%	0%	0%	0%	
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	893	881	860	851	818	828	831	828	
	FI				129	141	179	242	271	334	373	406	438	428	402	
	Total				998	992	1048	1135	1152	1194	1224	1224	1266	1259	1230	
	Available Pupil Places					343	349	293	206	189	147	117	75	82	111	
	Percent Utilization					74%	74%	78%	85%	86%	89%	91%	91%	94%	94%	92%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	641	634	616	582	549	531	492	514	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total				799	801	764	907	907	889	854	819	801	761	786	
	Available Pupil Places					524	522	559	416	416	434	469	504	522	562	537
	Percent Utilization					60%	61%	58%	69%	69%	67%	65%	62%	61%	58%	59%

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	504	494	481	486	460	439	442	443	
	FI				110	119	97	108	119	121	147	149	153	159	152	
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30	
	Total	730	701	651	642	643	632	663	639	622	631	625				
	Available Pupil Places					617	646	696	705	704	715	684	708	725	716	722
Percent Utilization					54%	52%	48%	48%	48%	47%	49%	47%	46%	47%	46%	
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	357	345	344	327	322	296	308	307	280	282	268	
	LFI				59	52	51	60	59	57	57	57	54	54	53	
	Total				416	397	395	387	381	353	365	364	334	336	321	
	Available Pupil Places					226	245	247	255	261	289	277	278	308	306	321
	Percent Utilization					65%	62%	62%	60%	59%	55%	57%	57%	52%	52%	50%
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	328	356	399	411	421	427	396	387	
	Total				1408	1554	1623	1719	1736	1799	1829	1795	1776	1755	1679	
	Shortage of Pupil Places					-214	-360	-429	-525	-542	-605	-635	-601	-582	-561	-485
	Percent Utilization					118%	130%	136%	144%	145%	151%	153%	150%	149%	147%	141%
South of QEW Total		4092	21	4533	2828	2804	2858	2874	2884	2893	2850	2794	2812	2757	2731	
North of QEW Total		3183	38	3981	2554	2652	2669	2748	2760	2784	2857	2798	2732	2722	2625	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	

Option 3 - Nelson HS Closes



RATIONALE: To present the impacts of closing Nelson HS.

ISSUES:
 The Secondary Gifted Placement at Nelson HS and Essential Programs at Robert Bateman HS to be relocated to M.M. Robinson HS.
 FI program to be added at Robert Bateman HS.
 Nelson HS typically attracts students, which may not occur at Burlington Central HS or Robert Bateman HS.
 Enrolments for Lester B. Pearson HS remain under 65% utilization.
 Dr. Frank J Hayden SS exceeds total capacity in 2016.

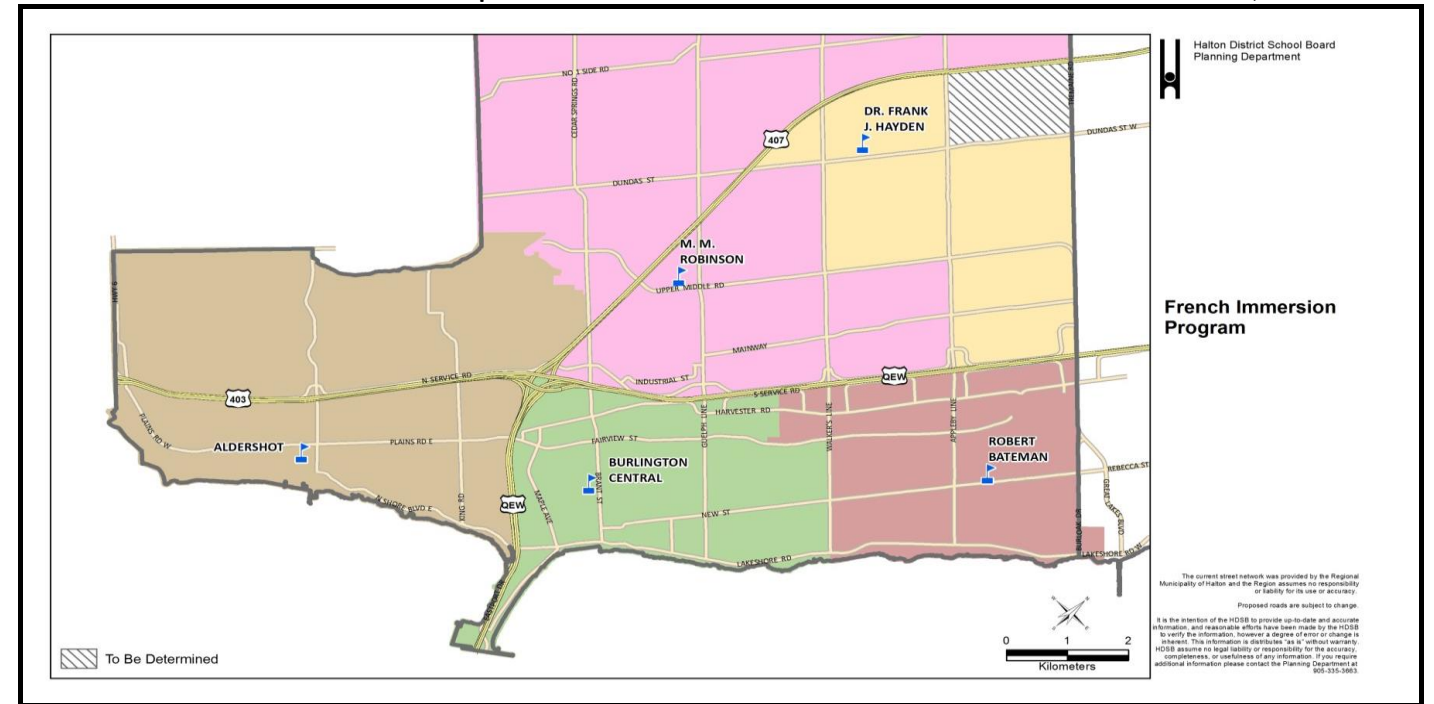
NOTES:
 Burlington Central HS: Boundary expands to east to Walker's Line.
 Burlington Central HS: Enrolments are projected to increase to 106% utilization by 2020.
 Burlington Central HS: Additional pupil places available at the facility.

Nelson HS: Closes in June 2018.

Robert Bateman HS: Boundary expands west of Walker's Line.
 Robert Bateman HS: FI program is implemented.
 Robert Bateman HS: SC-SPED (Essential) classes to be relocated to M. M. Robinson HS.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357	331	327	315	311	307	
	FI				92	100	106	105	105	104	107	107	111	109	105	
	Total				436	444	476	466	474	461	438	434	426	420	412	
	Available Pupil Places					122	114	82	92	84	97	120	124	132	138	146
	Percent Utilization					78%	80%	85%	84%	85%	83%	78%	78%	76%	75%	74%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	834	814	784	761	742	758	770	760	
	FI				57	55	63	109	116	138	164	173	178	179	167	
	Total				595	567	570	943	930	922	925	915	936	949	927	
	Available / Shortage of Pupil Places					275	303	300	-73	-60	-52	-55	-45	-66	-79	-57
	Percent Utilization					68%	65%	66%	108%	107%	106%	106%	105%	108%	109%	107%
Nelson HS Closes 2018	ENG	1341	12	1593	869	851	869	0	0	0	0	0	0	0	0	
	FI				129	141	179	0	0	0	0	0	0	0	0	
	Total				998	992	1048	0	0	0	0	0	0	0	0	
	Available Pupil Places					343	349	293	1341	1341	1341	1341	1341	1341	1341	
	Percent Utilization					74%	74%	78%	0%	0%	0%	0%	0%	0%	0%	
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	889	870	840	810	770	760	723	744	
	FI				0	0	0	171	194	240	259	285	312	302	284	
	SC-SPED				232	263	266	80	80	80	80	80	80	80	80	
	Total	799	801	764	1140	1144	1160	1149	1135	1152	1105	1108				
	Available Pupil Places					524	522	559	183	179	163	174	188	171	218	215
Percent Utilization					60%	61%	58%	86%	86%	88%	87%	86%	87%	84%	84%	

Option 3 - Nelson HS Closes



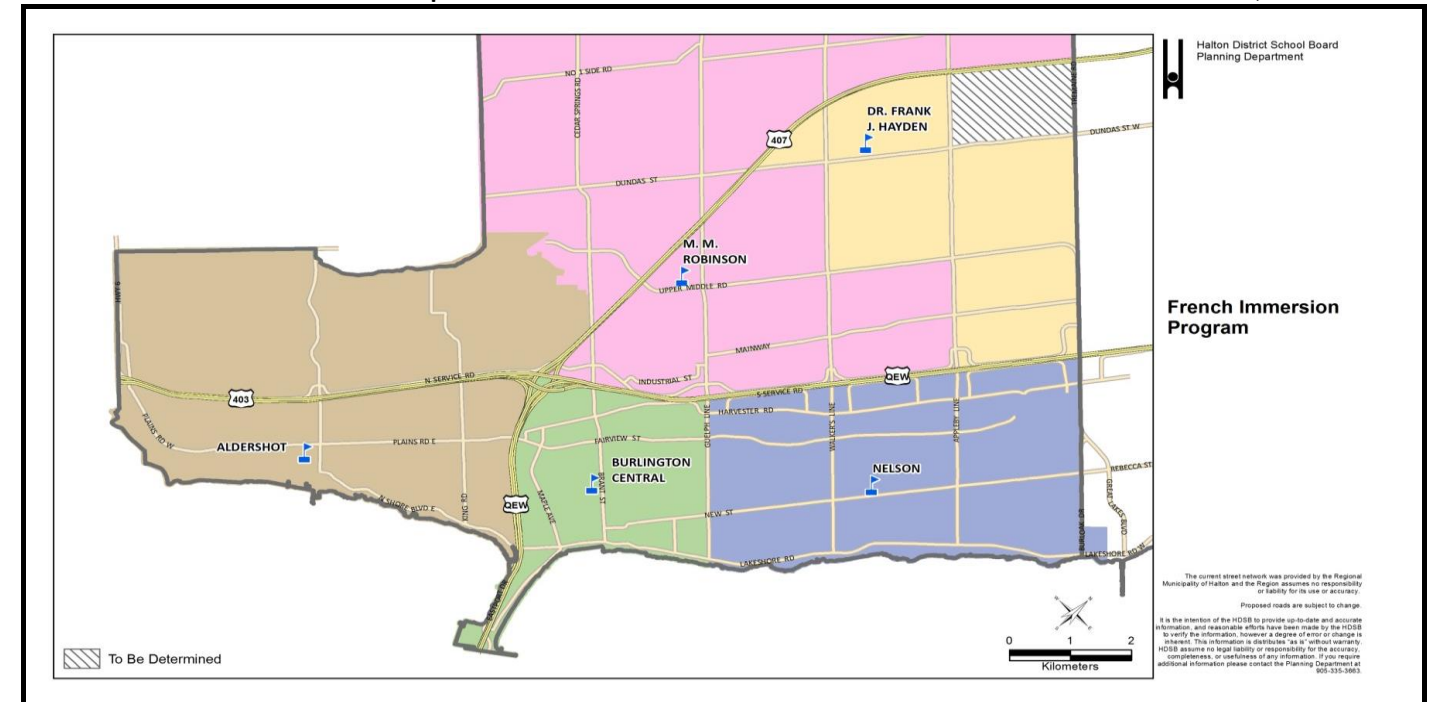
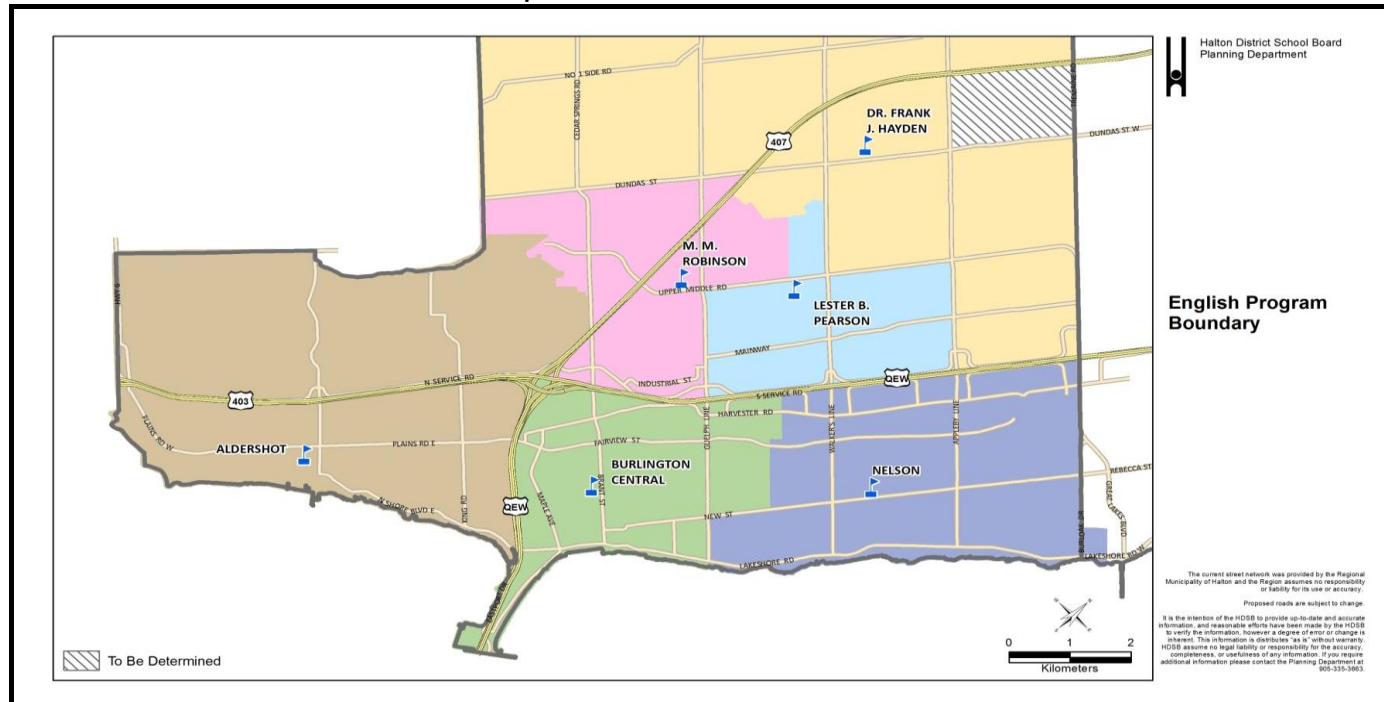
NOTES CON'T:
 Robert Bateman HS: Utilization is expected to rise to near 88% by 2020.

M.M. Robinson HS: Secondary Gifted Placement currently at Nelson to be relocated to M.M. Robinson HS.
 M.M. Robinson HS: SC-SPED Essential Programming at Robert Bateman HS to be relocated to M.M. Robinson HS.

IMPACTS ON ELEMENTARY SCHOOLS
 Tecumseh PS and Frontenac PS: Unified grade 8 cohort.
 John T. Tuck PS and Pineland PS FI: Split grade 8 cohort between Burlington Central HS and Robert Bateman HS.

RESULTS
 By 2020, there will be approximately 257 available pupil spaces (96% utilization) overall, approximately 208 available pupil places (92% utilization) south of the QEW and 49 available spaces (98% utilization) north of the QEW.
 Overall a reduction of 1341 pupil places.
 Approximately 200 additional students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12, Secondary Gifted Placement	ENG	1347	12	1599	593	552	524	643	637	637	631	581	547	536	535	
	FI				110	119	97	108	119	122	147	148	153	159	152	
	SC-SPED				27	30	30	216	223	223	222	220	220	219	222	
	Total	730	701	651	967	979	982	1000	949	920	914	909				
	Available Pupil Places					617	646	696	380	368	365	347	398	427	433	438
Percent Utilization					54%	52%	48%	72%	73%	73%	74%	70%	68%	68%	67%	
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	357	345	344	327	322	296	308	307	280	282	268	
	LFI				59	52	51	60	59	57	58	57	54	54	53	
	Total				416	397	395	387	381	353	366	364	334	336	321	
	Available Pupil Places					226	245	247	255	261	289	276	278	308	306	321
	Percent Utilization					65%	62%	62%	60%	59%	55%	57%	57%	52%	52%	50%
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	328	356	399	411	421	427	396	387	
	Total				1408	1554	1623	1719	1736	1799	1829	1795	1776	1755	1679	
	Shortage of Pupil Places					-214	-360	-429	-525	-542	-605	-635	-601	-582	-561	-485
	Percent Utilization					118%	130%	136%	144%	145%	151%	153%	150%	149%	147%	141%
South of QEW Total		4092	21	4533	2828	2804	2858	2549	2548	2543	2512	2484	2514	2474	2447	
North of QEW Total		3183	38	3981	2554	2652	2669	3073	3096	3134	3195	3108	3030	3005	2909	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	



RATIONALE: To present the impacts of closing Robert Bateman HS.

ISSUES:
 There are approximately 185 students that attend the IB program from Burlington schools.
 Enrolments for Lester B. Pearson HS remain under 65% utilization.
 Dr. Frank J Hayden SS exceeds total capacity in 2016.

NOTES:
 Burlington Central HS: English boundary to be expanded east of Guelph Line.
 Burlington Central HS: Utilization is expected to increase to 83% by 2020.

Nelson HS: Boundary to be expanded east to include the Robert Bateman HS catchment.
 Nelson HS: No change to the FI boundary.
 Nelson HS: Enrolments expected to increase to 113% utilization by 2020.
 Nelson HS: Typically attracts students; enrolments maybe higher with an expanded catchment.
 Nelson HS: IB program to be relocated from Robert Bateman HS. This may attract more students to the IB program from other schools within Burlington. Dependent on whether program can be transferred to another site.

Robert Bateman HS: Closes in June 2018.

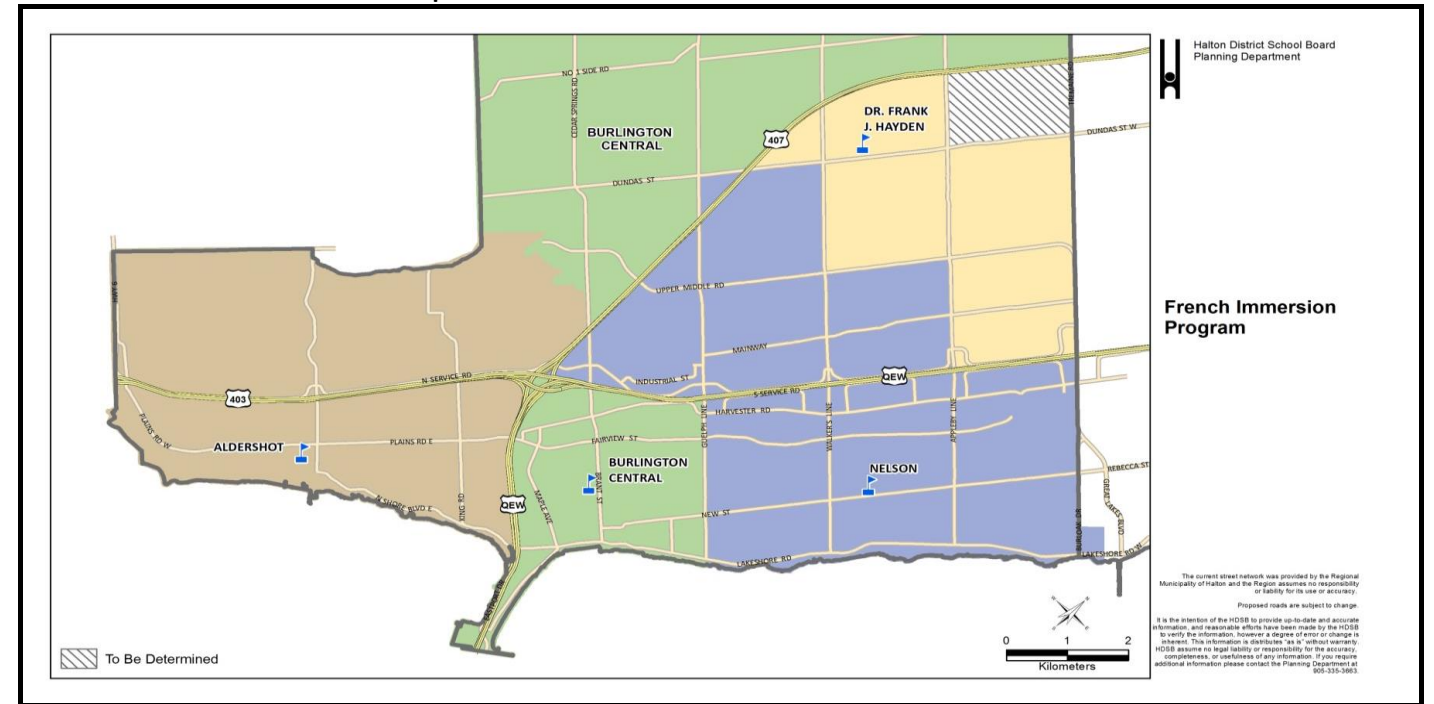
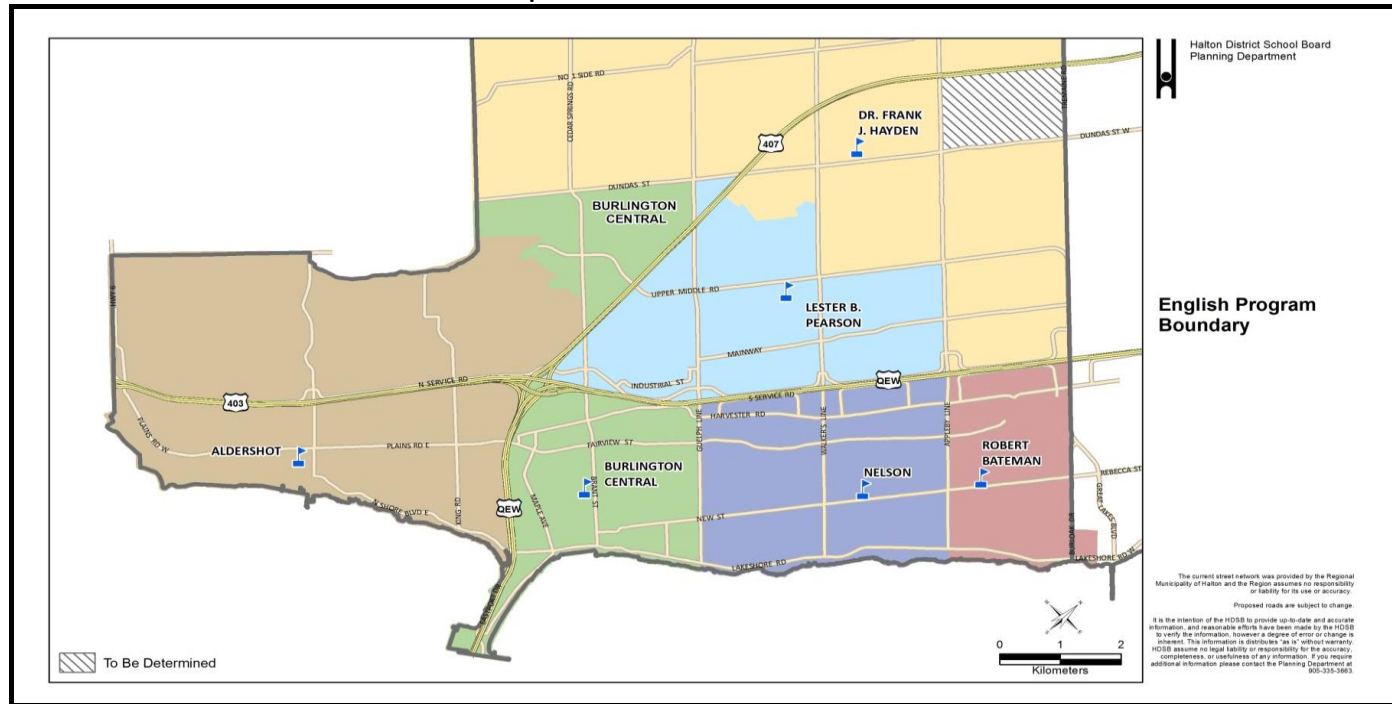
NOTES CON'T:
 M.M. Robinson HS: SC-SPED Programs to be redirected from Robert Bateman HS.

IMPACTS ON ELEMENTARY SCHOOLS
 Tecumseh PS: Unified grade 8 cohort directed to Burlington Central HS.
 Frontenac PS: Unified grade 8 cohort directed to Nelson HS.

RESULTS
 By 2020, there will be approximately 275 available pupil places (95% utilization) overall, 149 available spaces (95% utilization) south of the QEW and 126 available spaces (96% utilization) north of the QEW. Space availability north and south of the QEW could change based on location of special programs.
 Overall a reduction of 1323 pupil places.
 Approximately 200 additional students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357	331	326	315	311	307	
	FI				92	100	106	105	105	104	107	107	111	109	105	
	Total				436	444	476	466	474	461	438	433	426	420	412	
	Available Pupil Places					122	114	82	92	84	97	120	125	132	138	146
	Percent Utilization					78%	80%	85%	84%	85%	83%	78%	78%	76%	75%	74%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	563	552	541	516	505	513	527	515	
	FI				57	55	63	78	86	103	127	131	132	134	124	
	Total				595	567	570	641	638	644	643	636	645	661	639	
	Available Pupil Places					275	303	300	229	232	226	227	234	225	209	231
	Percent Utilization					68%	65%	66%	74%	73%	74%	74%	73%	74%	76%	73%
Nelson HS Grades 9-12, Secondary Gifted Placement, International Baccalaureate Program	ENG	1341	12	1593	869	851	869	1299	1274	1241	1200	1128	1113	1060	1081	
	FI				129	141	179	202	225	274	296	328	358	347	327	
	Total				998	992	1048	1501	1499	1515	1496	1456	1471	1407	1408	
	Available / Shortage of Pupil Places					343	349	293	-160	-158	-174	-155	-115	-130	-66	-67
	Percent Utilization					74%	74%	78%	112%	112%	113%	112%	109%	110%	105%	105%
Robert Bateman HS Closes 2018	ENG	1323	3	1386	567	538	498	0	0	0	0	0	0	0	0	
	SC-SPED				232	263	266	0	0	0	0	0	0	0	0	
	Total				799	801	764	0	0	0	0	0	0	0	0	
	Available Pupil Places					524	522	559	1323	1323	1323	1323	1323	1323	1323	
	Percent Utilization					60%	61%	58%	0%	0%	0%	0%	0%	0%	0%	

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	504	494	481	486	460	439	442	443	
	FI				110	119	97	108	119	121	147	148	153	159	152	
	SC-SPED				27	30	30	296	303	303	302	300	300	299	302	
	Total	730	701	651	908	916	905	935	908	892	900	897				
	Available Pupil Places					617	646	696	439	431	442	412	439	455	447	450
Percent Utilization					54%	52%	48%	67%	68%	67%	69%	67%	66%	67%	67%	
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	357	345	344	327	322	296	308	307	280	282	268	
	LFI				59	52	51	60	59	57	58	57	54	54	53	
	Total				416	397	395	387	381	353	366	364	334	336	321	
	Available Pupil Places					226	245	247	255	261	289	276	278	308	306	321
	Percent Utilization					65%	62%	62%	60%	59%	55%	57%	57%	52%	52%	50%
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	328	356	399	411	421	427	396	387	
	Total				1408	1554	1623	1719	1736	1799	1829	1795	1776	1755	1679	
	Shortage of Pupil Places					-214	-360	-429	-525	-542	-605	-635	-601	-582	-561	-485
	Percent Utilization					118%	130%	136%	144%	145%	151%	153%	150%	149%	147%	141%
South of QEW Total		4092	21	4533	2828	2804	2858	2608	2611	2620	2577	2525	2542	2488	2459	
North of QEW Total		3183	38	3981	2554	2652	2669	3014	3033	3057	3130	3067	3002	2991	2897	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	



RATIONALE: To present the impacts of closing M.M. Robinson HS.

ISSUES:
 Students are transported south of the QEW, including rural FI students.
 SC-SPED classes at M.M. Robinson HS are directed back to Robert Bateman HS. Schools north of the QEW will not have space for SPED students.
 Rolling Meadows PS grade 8 class would attend three different schools.
 Enrolments for Robert Bateman HS remain under 65% utilization.
 Dr. Frank J Hayden SS exceeds total capacity in 2016.

NOTES:
 Burlington Central HS: Catchment expands to include an area north of 407 ETR and south of Dundas St.
 Burlington Central HS: Utilization is expected to increase to 102% by 2020.

Robert Bateman HS: Utilization is expected to reach 57% utilization by 2020.
 Robert Bateman HS: To receive SC-SPED students from M.M. Robinson HS

M. M. Robinson HS: **Closes in June 2018.**
 M. M. Robinson HS: Board office located is located on the same property.

NOTES CONT:

Lester B. Pearson HS: Boundary to expand to include M.M. Robinson HS catchment east of ETR 407 and Brant St (north of ETR 407)
 Lester B. Pearson HS: Utilization is expected to reach 95% utilization by 2020.
 Lester B. Pearson HS: To offer two programs, i.e. English and Late French Immersion

IMPACTS TO ELEMENTARY SCHOOLS

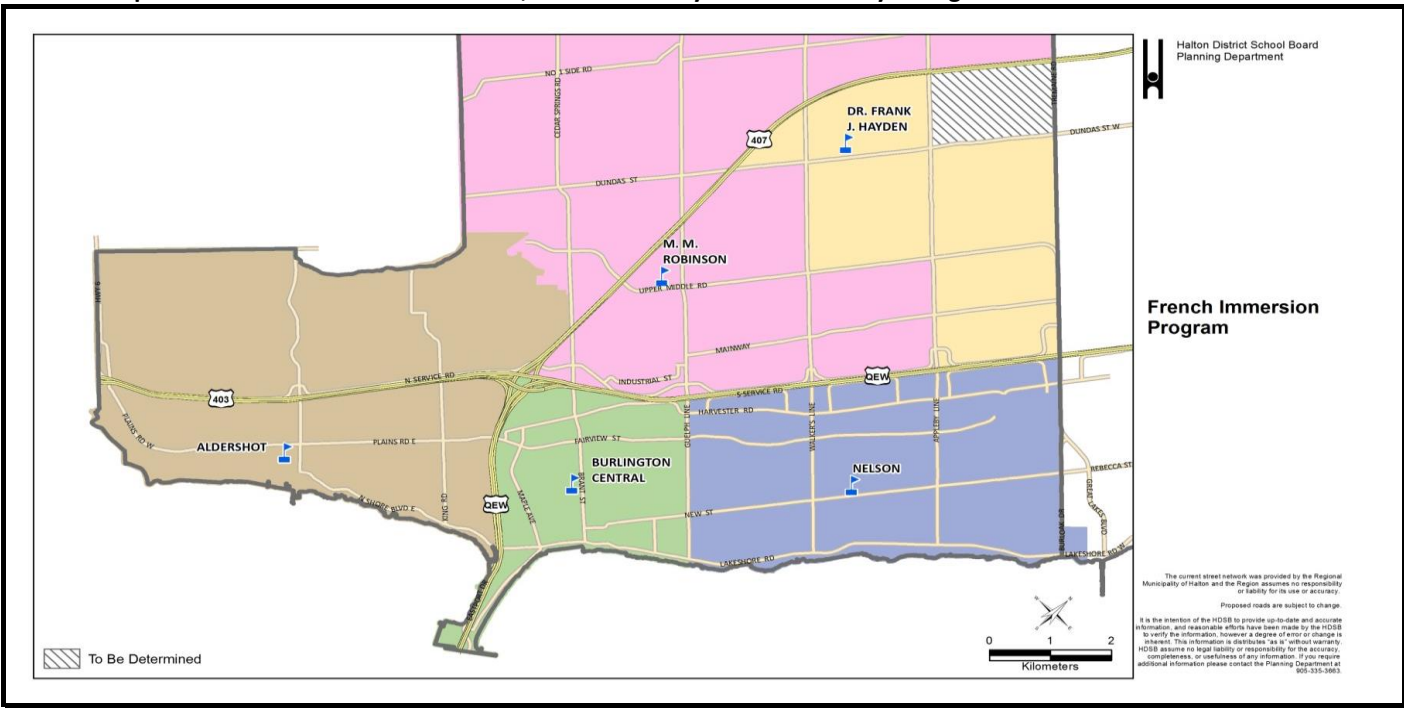
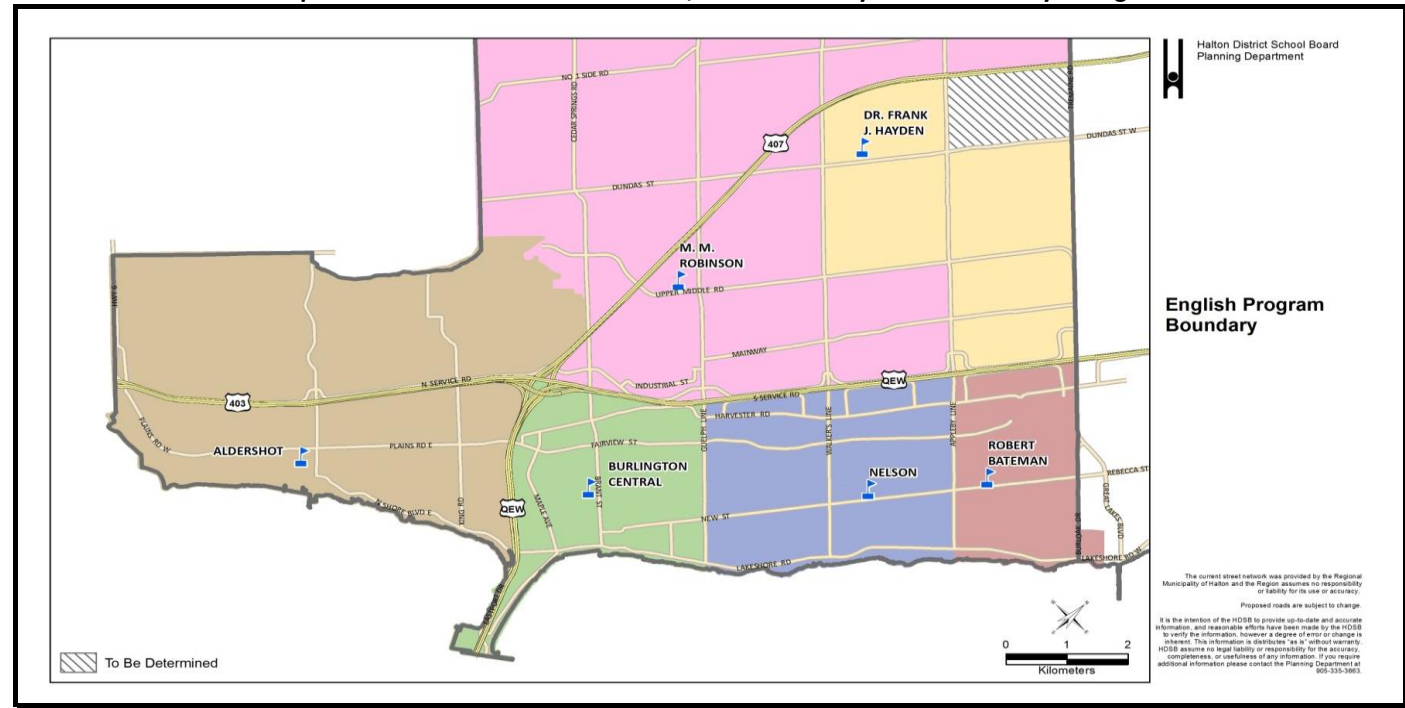
C.H. Norton PS: Unified cohort at Lester B. Pearson HS.
 Rolling Meadows PS: FI program is grade 8 cohort will split between Burlington Central HS and Nelson HS.
 Rolling Meadows PS: ENG program grade 8 cohort to attend Lester B Pearson HS.
 Brant Hills PS: Grade 8 cohort to be redirected to Burlington Central HS.

RESULTS

By 2020, there will be approximately 251 available pupil places (96% utilization) overall, 821 available spaces (80% utilization) south of the QEW and a shortage of 570 pupil places (131% utilization) north of the QEW.
 Overall a reduction of 1347 spaces north of the QEW.
 Inequality in enrolments between north and south of QEW are exacerbated.
 Approximately 350 additional students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357	331	327	316	311	307	
	FI				92	100	106	105	105	104	107	107	111	109	105	
	Total				436	444	476	466	474	461	438	434	427	420	412	
	Available Pupil Places					122	114	82	92	84	97	120	124	131	138	146
	Percent Utilization					78%	80%	85%	84%	85%	83%	78%	78%	77%	75%	74%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	749	729	718	700	675	673	694	688	
	FI				57	55	63	137	153	171	209	215	219	224	211	
	Total				595	567	570	886	882	889	909	890	892	918	899	
	Available / Shortage of Pupil Places					275	303	300	-16	-12	-19	-39	-20	-22	-48	-29
	Percent Utilization					68%	65%	66%	102%	101%	102%	104%	102%	103%	106%	103%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	875	860	837	814	760	755	726	730	
	FI				129	141	179	252	278	328	361	392	425	415	393	
	Total				998	992	1048	1127	1138	1165	1175	1152	1180	1141	1123	
	Available Pupil Places					343	349	293	214	203	176	166	189	161	200	218
	Percent Utilization					74%	74%	78%	84%	85%	87%	88%	86%	88%	85%	84%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	475	467	453	432	413	403	378	394	
	SC-SPED				232	263	266	296	303	302	300	299	299	302		
	Total				799	801	764	771	770	756	734	713	702	677	696	
	Robert Bateman HS Available Pupil Place					524	522	559	552	553	567	589	610	621	646	627
	Percent Utilization					60%	61%	58%	58%	58%	57%	55%	54%	53%	51%	53%

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Closes 2018	ENG	1347	12	1599	593	552	524	0	0	0	0	0	0	0	0	
	FI				110	119	97	0	0	0	0	0	0	0	0	
	SC-SPED				27	30	30	0	0	0	0	0	0	0	0	
	Total	730	701	651	0	0	0	0	0	0	0	0	0	0	0	
	Available Pupil Places					617	646	696	1347	1347	1347	1347	1347	1347	1347	1347
Percent Utilization					54%	52%	48%	0%	0%	0%	0%	0%	0%	0%	0%	
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	357	345	344	593	585	550	564	551	513	514	494	
	LFI				59	52	51	60	59	57	58	57	54	54	53	
	Total				416	397	395	653	644	607	622	608	567	568	547	
	Available / Shortage of Pupil Places					226	245	247	-11	-2	35	20	34	75	74	95
	Percent Utilization					65%	62%	62%	102%	100%	95%	97%	95%	88%	88%	85%
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	328	356	399	411	421	427	396	387	
	Total				1408	1554	1623	1719	1736	1799	1829	1795	1776	1755	1679	
	Shortage of Pupil Places					-214	-360	-429	-525	-542	-605	-635	-601	-582	-561	-485
	Percent Utilization					118%	130%	136%	144%	145%	151%	153%	150%	149%	147%	141%
South of QEW Total		4092	21	4533	2828	2804	2858	3250	3264	3271	3256	3189	3201	3156	3130	
North of QEW Total		3183	38	3981	2554	2652	2669	2372	2380	2406	2451	2403	2343	2323	2226	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	



RATIONALE: To present the impacts of closing Lester B. Pearson HS, and Dr. Frank J. Hayden SS English boundary change.

ISSUES:
 M.M. Robinson HS to offer two FI programs – Early FI and Late FI.
 Redirection of Florence Meares PS grade 8 catchments.
 Enrolments for Robert Bateman HS remain under 65% utilization.
 Dr. Frank J. Hayden SS exceeds total capacity in 2016.

NOTES:
 M.M. Robinson HS: Current boundaries to be expanded to include Lester B. Pearson HS and Dr. Frank J. Hayden SS English area west of Walker’s Line and south of 407 ETR and rural areas.
 M.M. Robinson HS: Utilization to increase to 89% by 2020.
 M.M. Robinson HS: To offer Late French Immersion.
 M.M. Robinson HS: Potential of fewer students to elect attending M.M. Robinson HS when compared to Dr. Frank J. Hayden SS.

Lester B. Pearson HS: **Closes in June 2018.**

Dr. Frank J. Hayden SS: English boundaries include areas east of Walker’s Line and south of ETR 407.

NOTES CON'T

Dr. Frank J. Hayden SS: Utilization is expected to be 133% capacity by 2020.
 Dr. Frank J. Hayden SS: Total capacity to be exceeded by 2016.

IMPACTS TO ELEMENTARY SCHOOL

C.H. Norton PS: Unified cohort.
 Florence Meares PS: Spit cohort between M.M. Robinson HS and Dr. Frank J. Hayden SS (cohort was unified in 2007).
 Kilbride PS, Sir E. MacMillan PS: Redirected to M.M. Robinson HS.

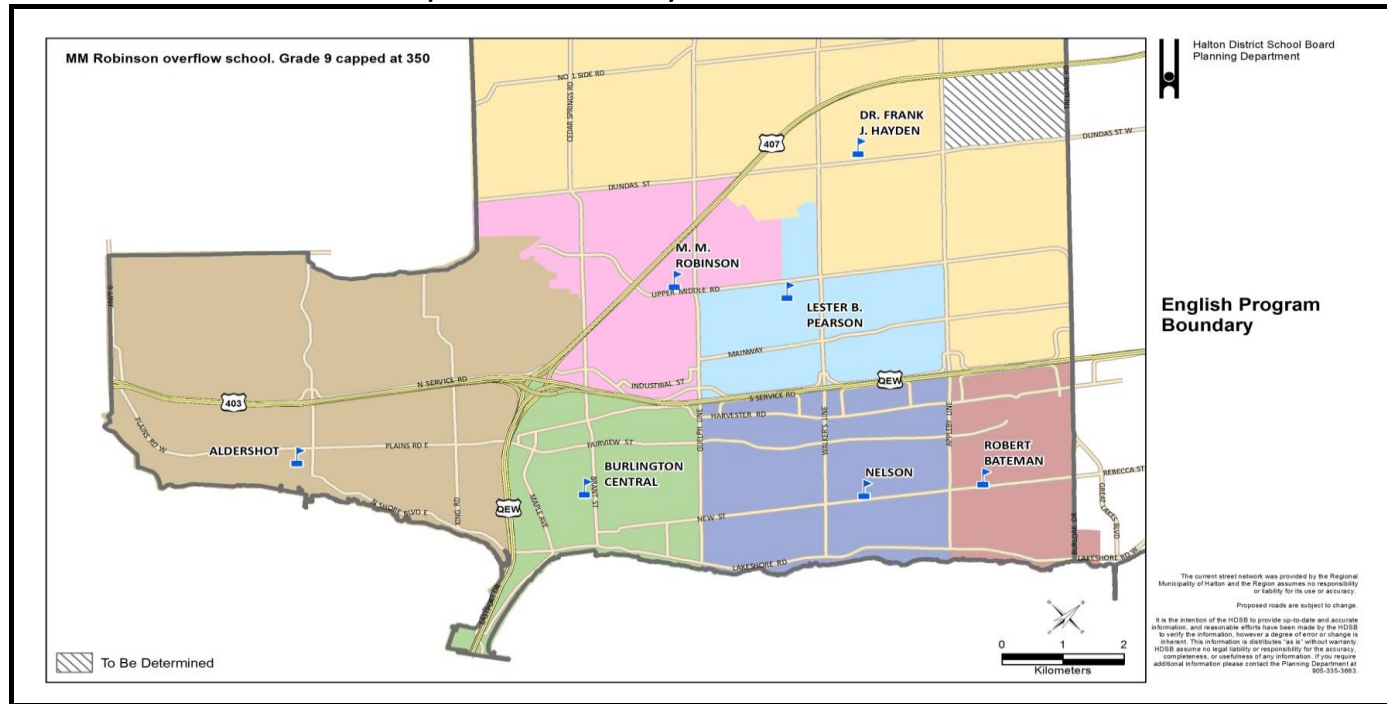
RESULTS

By 2020, there will be approximately 956 available pupil places (86% utilization) overall, 1200 available spaces (71% utilization) south of the QEW and a shortage of 244 pupil places (118% utilization) north of the QEW. Overall a reduction of 642 spaces north of the QEW. Approximately 50 additional students eligible for transportation.

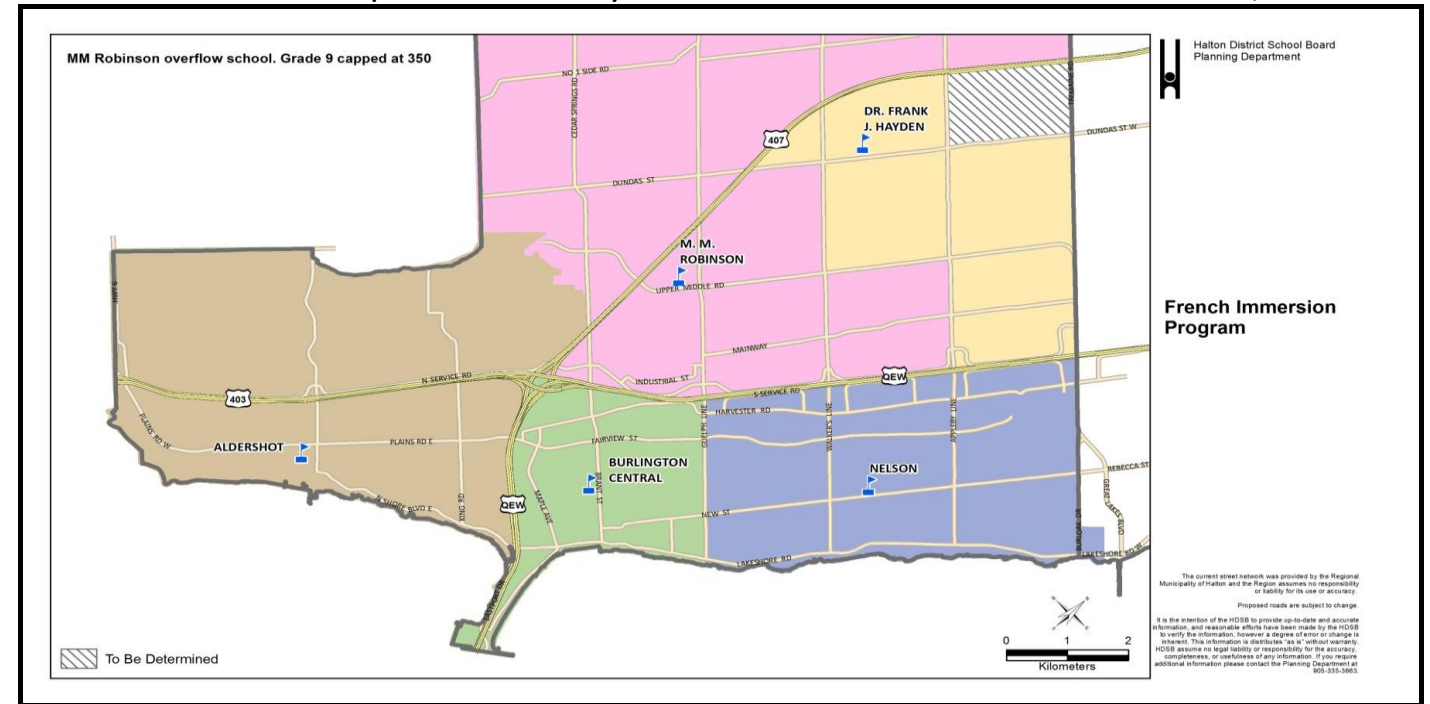
	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
					Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357
FI	92	100	106	105	105	104				107	107	111	109	105	
Total	436	444	476	466	474	461				438	433	426	420	412	
Available Pupil Places					122	114	82	92	84	97	120	125	132	138	146
Percent Utilization					78%	80%	85%	84%	85%	83%	78%	78%	76%	75%	74%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	512	499	490	470	460	468	483	472
	FI				57	55	63	78	86	103	126	131	132	134	124
	Total				595	567	570	590	585	593	596	591	600	617	596
Available Pupil Places					275	303	300	280	285	277	274	279	270	253	274
Percent Utilization					68%	65%	66%	68%	67%	68%	69%	68%	69%	71%	69%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	875	860	838	814	760	755	726	730
	FI				129	141	179	202	225	274	296	328	358	347	327
	Total				998	992	1048	1077	1085	1112	1110	1088	1113	1073	1057
Available Pupil Places					343	349	293	264	256	229	231	253	228	268	284
Percent Utilization					74%	74%	78%	80%	81%	83%	83%	81%	83%	80%	79%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	475	467	453	432	413	403	378	394
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272
	Total				799	801	764	741	740	726	704	683	673	647	666
Available Pupil Places					524	522	559	582	583	597	619	640	650	676	657
Percent Utilization					60%	61%	58%	56%	56%	55%	53%	52%	51%	49%	50%

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
					M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	1062	1040	993
FI	110	119	97	108	119	122				147	148	153	159	152	
LFI	0	0	0	60	59	57				58	57	54	54	53	
SC-SPED	27	30	30	30	30	30				30	30	30	30	30	
Total	730	701	651	1260	1248	1202				1253	1202	1155	1166	1127	
Available Pupil Places					617	646	696	87	99	145	94	145	192	181	220
Percent Utilization					54%	52%	48%	94%	93%	89%	93%	89%	86%	87%	84%
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0	0	
	Total				416	397	395	0	0	0	0	0	0	0	
Available Pupil Places					226	245	247	642	642	642	642	642	642	642	
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1160	1156	1184	1195	1174	1150	1160	1111
	FI				200	242	273	328	356	399	411	421	427	396	387
	Total				1408	1554	1623	1488	1512	1583	1606	1595	1577	1556	1498
Shortage of Pupil Places					-214	-360	-429	-294	-318	-389	-412	-401	-383	-362	-304
Percent Utilization					118%	130%	136%	125%	127%	133%	135%	134%	132%	130%	125%
South of QEW Total		0	0	0	2828	2804	2858	2874	2884	2892	2848	2795	2812	2757	2731
North of QEW Total		1836	26	2382	2554	2652	2669	2748	2760	2785	2859	2797	2732	2722	2625
Study Total		1836	26	2382	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356

Option 7 - Dr. Frank Hayden SS - with Overflow School



Option 7 - Dr. Frank Hayden SS - with Overflow School



RATIONALE: To present the impacts of reducing Dr. Frank J. Hayden SS enrolments without impacting current boundaries.

ISSUES:

- Grade 9 entry into Dr. Frank J. Hayden SS is capped to 325.
- This will be the first school to be capped, precedent setting.
- The process for selecting the 325 students is undetermined at this time.
- Possible impacts on student entry from other boards.
- Enrolments for Robert Bateman HS, and Lester B. Pearson HS remain under 65% utilization.
- Dr. Frank J. Hayden SS exceeds total capacity from 2016-2020.

NOTES:

- M. M. Robinson HS: Becomes the overflow school.
- M. M. Robinson HS: Utilization is expected to reach 73% by 2020.
- Dr. Frank J. Hayden SS: Enrolments expected to surpass Total Capacity from 2016-2020, then decrease to above OTG capacity but below total capacity.
- Dr. Frank J. Hayden SS: Utilization expected to be at 121% by 2020.
- Dr. Frank J. Hayden SS: Cohorts can be split., by a different percentage each year.

IMPACTS TO ELEMENTARY SCHOOLS

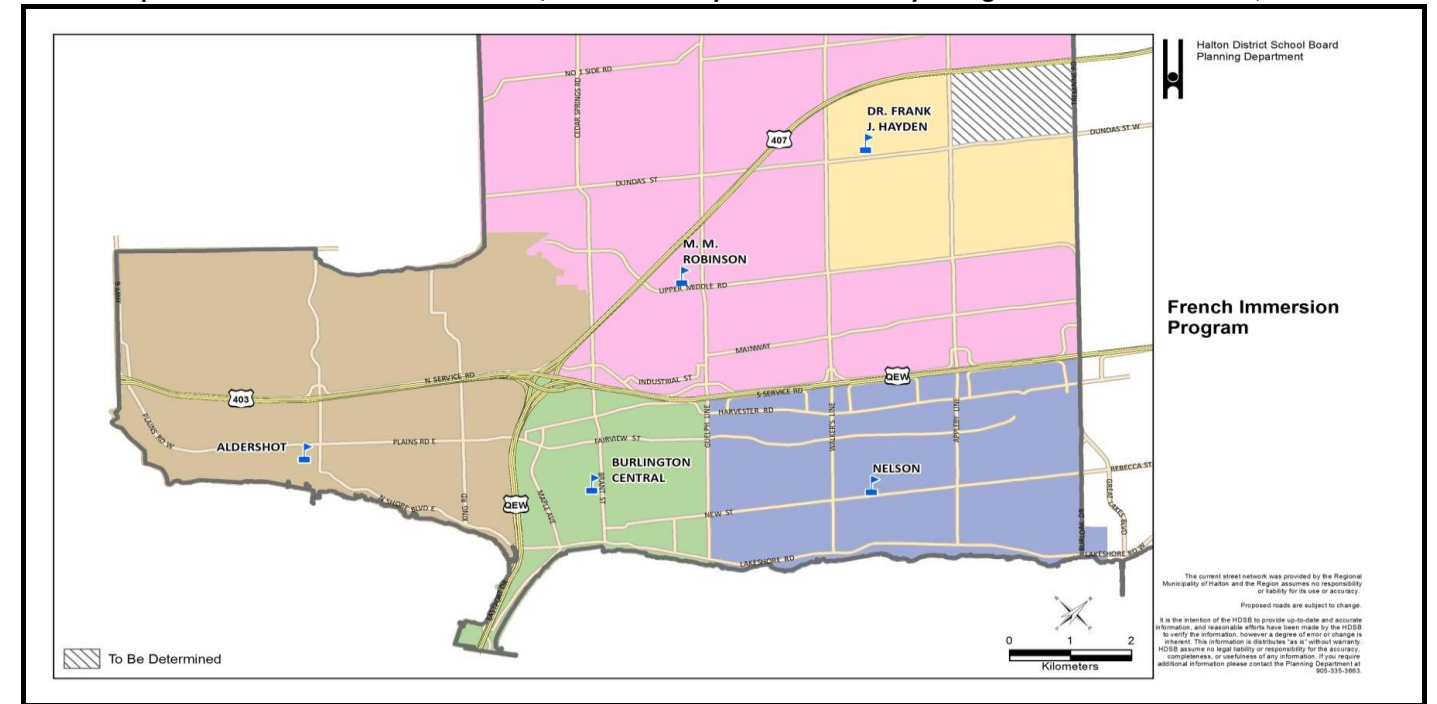
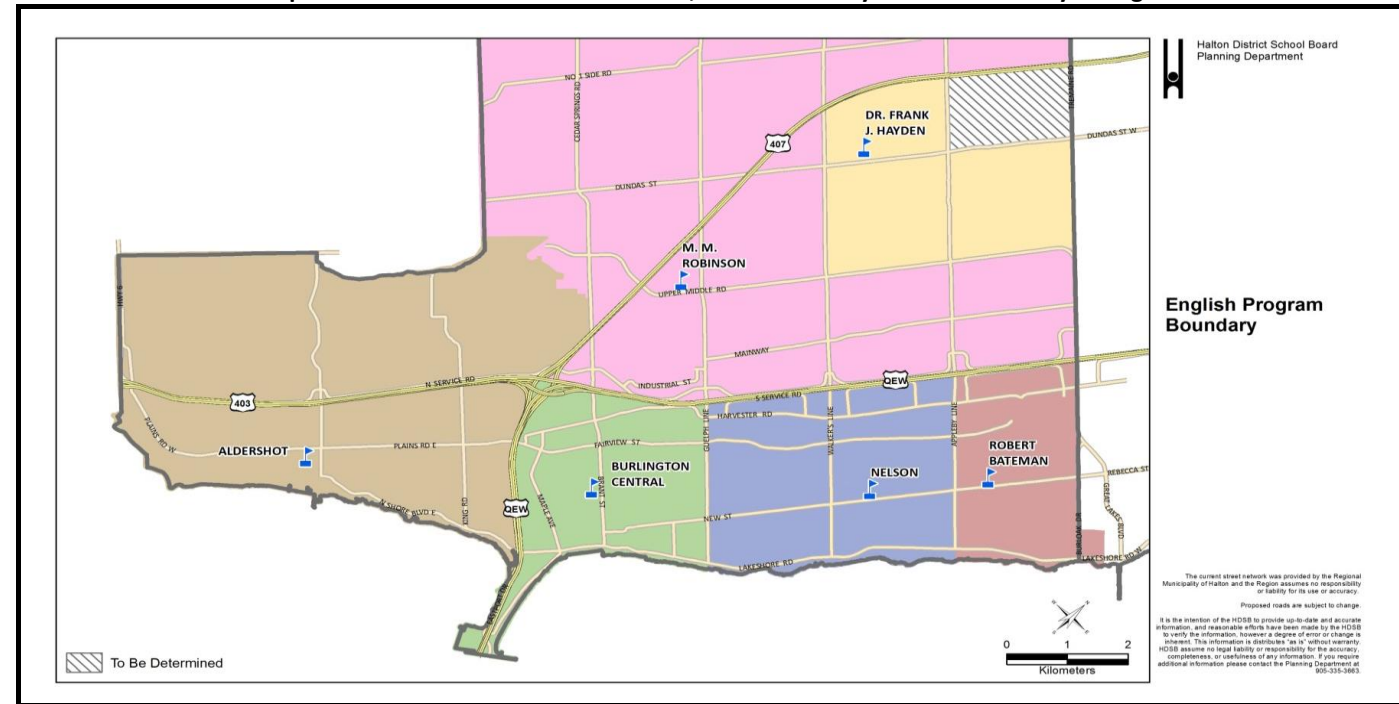
Alexander's PS, Alton Village PS, Charles R. Beaudoin PS, Florence Meares PS, John William Boich PS and Orchard Park PS: Grade 8 cohorts could be split between Dr. Frank J. Hayden SS and M.M. Robinson HS.

RESULTS

By 2020, there will be approximately 1598 available pupil places (78% utilization) overall, 1200 available spaces (71% utilization) south of the QEW and 398 available pupil places (87% utilization) north of the QEW. There is no reduction in pupil spaces; students north of the QEW are re-distributed. Expected to be an increase in students eligible for transportation. The number will vary from year to year.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357	331	326	315	311	307	
	FI				92	100	106	105	105	104	107	107	111	109	105	
	Total				436	444	476	466	474	461	438	433	426	420	412	
	Available Pupil Places					122	114	82	92	84	97	120	125	132	138	146
	Percent Utilization					78%	80%	85%	84%	85%	83%	78%	78%	76%	75%	74%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	512	499	490	470	460	468	483	472	
	FI				57	55	63	78	86	103	127	131	132	134	124	
	Total				595	567	570	590	585	593	597	591	600	617	596	
	Available Pupil Places					275	303	300	280	285	277	273	279	270	253	274
	Percent Utilization					68%	65%	66%	68%	67%	68%	69%	68%	69%	71%	69%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	875	860	838	814	760	755	726	730	
	FI				129	141	179	202	225	274	296	328	358	347	327	
	Total				998	992	1048	1077	1085	1112	1110	1088	1113	1073	1057	
	Pupil Places					343	349	293	264	256	229	231	253	228	268	284
	Percent Utilization					74%	74%	78%	80%	81%	83%	83%	81%	83%	80%	79%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	475	467	453	432	413	403	378	394	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total				799	801	764	741	740	726	704	683	673	647	666	
	Available Pupil Places					524	522	559	582	583	597	619	640	650	676	657
	Percent Utilization					60%	61%	58%	56%	56%	55%	53%	52%	51%	49%	50%

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	611	688	750	884	814	769	781	716	
	FI				110	119	97	124	164	204	254	265	275	251	234	
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30	
	Total	730	701	651	765	882	984	1168	1109	1074	1062	980				
	Available Pupil Places					617	646	696	582	465	363	179	238	273	285	367
Percent Utilization					54%	52%	48%	57%	65%	73%	87%	82%	80%	79%	73%	
Lester B. Pearson HS Grades 9-12	ENG	642	14	936	357	345	344	327	322	296	308	307	280	282	268	
	LFI				59	52	51	60	59	57	58	57	54	54	53	
	Total				416	397	395	387	381	353	366	364	334	336	321	
	Available Pupil Places					226	245	247	255	261	289	276	278	308	306	321
	Percent Utilization					65%	62%	62%	60%	59%	55%	57%	57%	52%	52%	50%
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1284	1186	1131	1020	1020	1020	1020	1020	
	FI				200	242	273	312	311	317	304	304	304	304	304	
	Total				1408	1554	1623	1596	1497	1448	1324	1324	1324	1324	1324	
	Shortage of Pupil Places					-214	-360	-429	-402	-303	-254	-130	-130	-130	-130	
	Percent Utilization					118%	130%	136%	134%	125%	121%	111%	111%	111%	111%	
South of QEW Total		4092	21	4533	2828	2804	2858	2874	2884	2892	2849	2795	2812	2757	2731	
North of QEW Total		3183	38	3981	2554	2652	2669	2748	2760	2785	2858	2797	2732	2722	2625	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	



RATIONALE: To present the impacts of closing Lester B. Pearson HS and Dr. Frank J. Hayden SS undergoes a boundary change.

ISSUES:

- LFI to be relocated to M.M. Robinson HS.
- Dr. Frank J. Hayden SS will exceed total capacity between the years 2016-2017 and 2022-2024.
- Robert Bateman HS to remain under 65% capacity.
- John William Boich PS community (south of Dundas St.) and Florence Meares PS community (west of Walker's Line) to have split grade 8 cohort.

NOTES:

- M. M. Robinson HS: Boundaries to expand to Burloak Dr. south of Upper Middle Rd., rural area and new development north of Dundas St.
- M. M. Robinson HS: LFI program to be added.
- M. M. Robinson HS: Utilization is approximately 98% by 2020.

Lester B Pearson HS: **Closes in June 2018.**

- Dr. Frank J. Hayden SS: Enrolments are expected to reach total capacity in 2016 and again in starting in 2020, however it is manageable.
- Dr. Frank J. Hayden SS: Enrolments are expected to be above OTG capacity for the long term.
- Dr. Frank J. Hayden SS: Utilization expected to be at 122% by 2020.

IMPACTS TO ELEMENTARY SCHOOLS

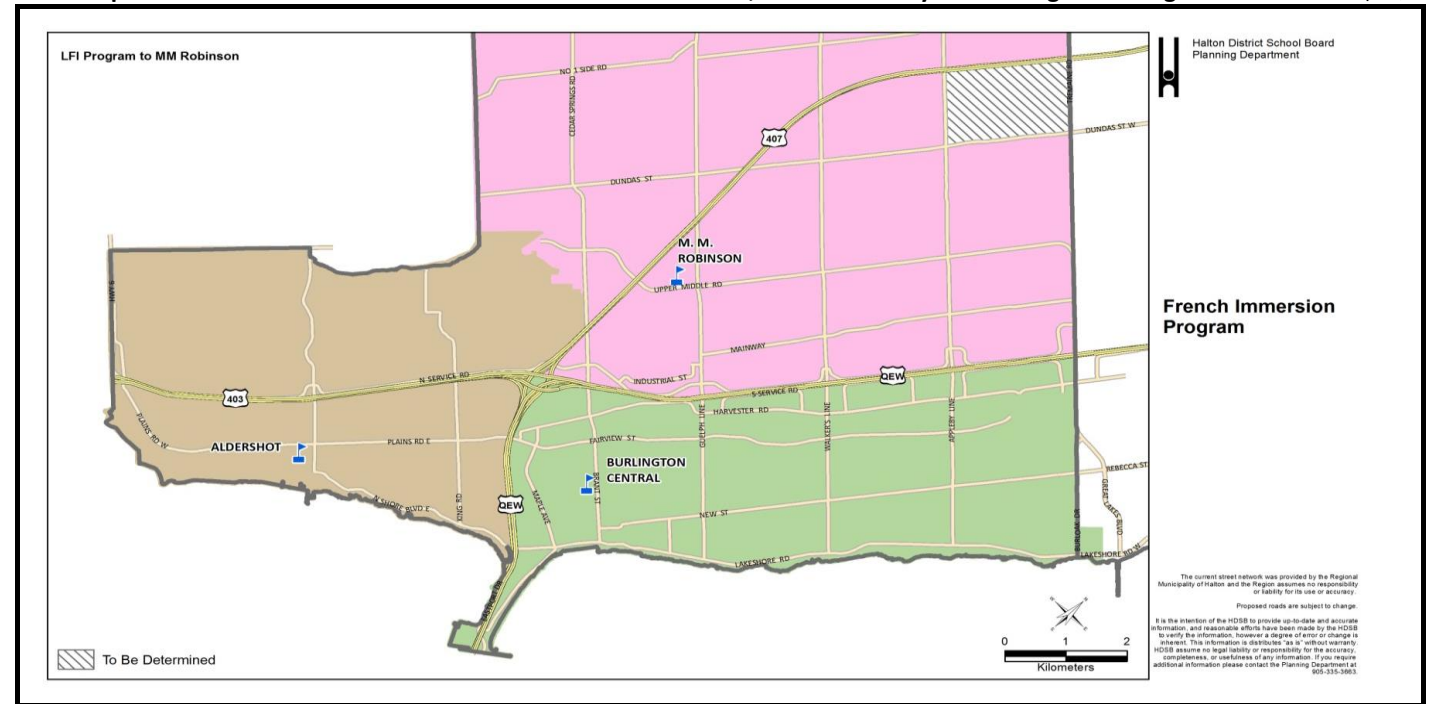
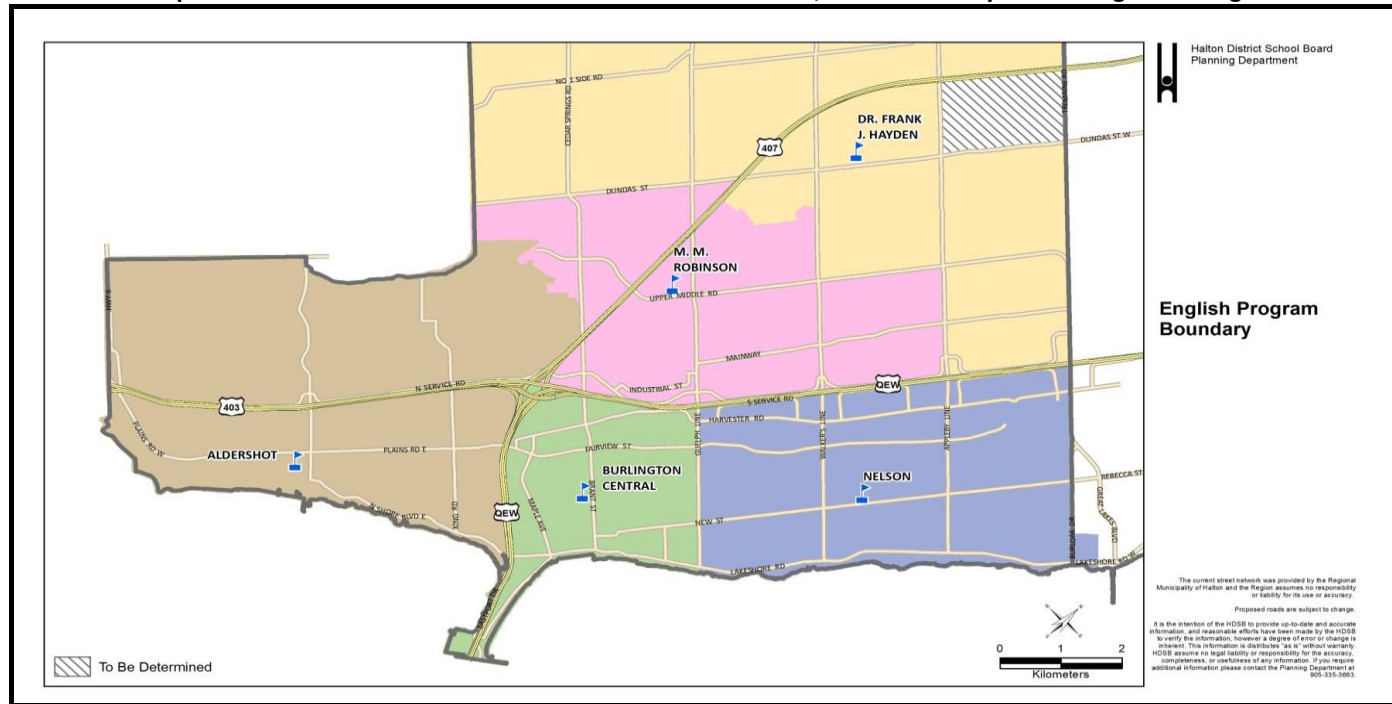
- John William Boich PS: Split grade 8 cohort, between Dr. Frank J. Hayden SS and M. M. Robinson HS.
- Kilbride PS: Redirected to M. M. Robinson HS.
- Florence Meares PS: Split grade 8 cohort, between Dr. Frank J. Hayden SS and M.M. Robinson HS.
- Charles R. Beaudoin PS FI: Split grade 8 cohort, between Dr. Frank J. Hayden SS and M. M. Robinson HS.
- C. H. Norton PS: Unified cohort, all students directed to M. M. Robinson HS.
- Sir E. MacMillan PS: Redirected to M. M. Robinson HS.

RESULTS

By 2020, there will be approximately 956 available pupil places (86% utilization) overall, 1200 available spaces (71% utilization) south of the QEW and a shortage of 244 pupil places (110% utilization) north of the QEW. There is a reduction of 642 pupil places. Approximately 50 more students eligible for transportation.

School	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
					Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357
FI	92	100	106	105	105	104				107	107	111	109	105	
Total	436	444	476	466	474	461				438	433	426	420	412	
Available Pupil Places					122	114	82	92	84	97	120	125	132	138	146
Percent Utilization					78%	80%	85%	84%	85%	83%	78%	78%	76%	75%	74%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	512	499	490	470	460	468	483	472
	FI				57	55	63	78	86	103	127	131	132	134	124
	Total				595	567	570	590	585	593	597	591	600	617	596
Available Pupil Places					275	303	300	280	285	277	273	279	270	253	274
Percent Utilization					68%	65%	66%	68%	67%	68%	69%	68%	69%	71%	69%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	874	860	838	814	760	755	726	730
	FI				129	141	179	202	225	274	296	328	358	347	327
	Total				998	992	1048	1076	1085	1112	1110	1088	1113	1073	1057
Available Pupil Places					343	349	293	265	256	229	231	253	228	268	284
Percent Utilization					74%	74%	78%	80%	81%	83%	83%	81%	83%	80%	79%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	475	467	453	432	413	403	378	394
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272
	Total				799	801	764	741	740	726	704	683	673	647	666
Available Pupil Places					524	522	559	582	583	597	619	640	650	676	657
Percent Utilization					60%	61%	58%	56%	56%	55%	53%	52%	51%	49%	50%

School	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
					M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	1157	1144	1096
FI	110	119	97	123		138				143	169	173	175	180	171
LFI	0	0	0	60		59				57	58	57	54	54	53
SC-SPED	27	30	30	30		30				30	30	30	30	30	30
Total	730	701	651	1370		1371				1326	1364	1312	1263	1272	1231
Available / Shortage of Pupil Places					617	646	696	-23	-24	21	-17	35	84	75	116
Percent Utilization					54%	52%	48%	102%	102%	98%	101%	97%	94%	94%	91%
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0	0	
	Total				416	397	395	0	0	0	0	0	0	0	
Available Pupil Places					226	245	247	642	642	642	642	642	642	642	
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1065	1054	1082	1105	1088	1065	1077	1028
	FI				200	242	273	314	335	377	389	397	404	373	366
	Total				1408	1554	1623	1379	1389	1459	1485	1469	1450	1394	
	Shortage of Pupil Places					-214	-360	-429	-185	-195	-265	-300	-291	-275	-256
Percent Utilization					118%	130%	136%	115%	116%	122%	125%	124%	123%	121%	117%
South of QEW Total		4092	21	4533	2828	2804	2858	2873	2884	2892	2849	2795	2812	2757	2731
North of QEW Total		3183	38	3981	2554	2652	2669	2749	2760	2785	2858	2797	2732	2722	2625
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356



RATIONALE: To present the impacts of closing two high schools and creating 3 FI centres.

ISSUES:
 FI program is removed from Nelson HS and Dr. Frank J. Hayden SS.
 LFI program to be added to M. M. Robinson HS.
 SC-SPED to be added at Nelson HS
 Qualification of IB program at Aldershot HS (program may not be transferable).

NOTES:
 Aldershot HS: IB students are redirected to Aldershot HS.
 Aldershot HS: Total capacity exceeded in 2019 and 2020. Additional pupil places are available in the Aldershot facility.
 Burlington Central HS: FI boundary expands to include Nelson HS catchment.
 Burlington Central HS: Utilization is expected to increase to 100% by 2020.
 Nelson HS: English boundary is expanded to include Robert Bateman HS.
 Nelson HS: FI program moved to Burlington Central HS.
 Nelson HS: Utilization is expected to be at 108% by 2020.
 Nelson HS: To receive SC-SPED students from Robert Bateman HS (upon confirmation).
 Robert Bateman HS: **Closes in June 2018.**

NOTES CON'T:
 M.M. Robinson HS: Expands to include Lester B Pearson HS.
 M.M. Robinson HS: Expands to include Dr. Frank J Hayden SS FI.
 M.M. Robinson HS: Late FI added to programming.
 M.M. Robinson HS: Utilization at 103% by 2020.
 Lester B. Pearson HS: **Closes in June 2018.**
 Dr. Frank J. Hayden SS: FI program to be directed to M.M. Robinson HS.
 Dr. Frank J. Hayden SS: Utilization should stabilize at 117% capacity by 2020.

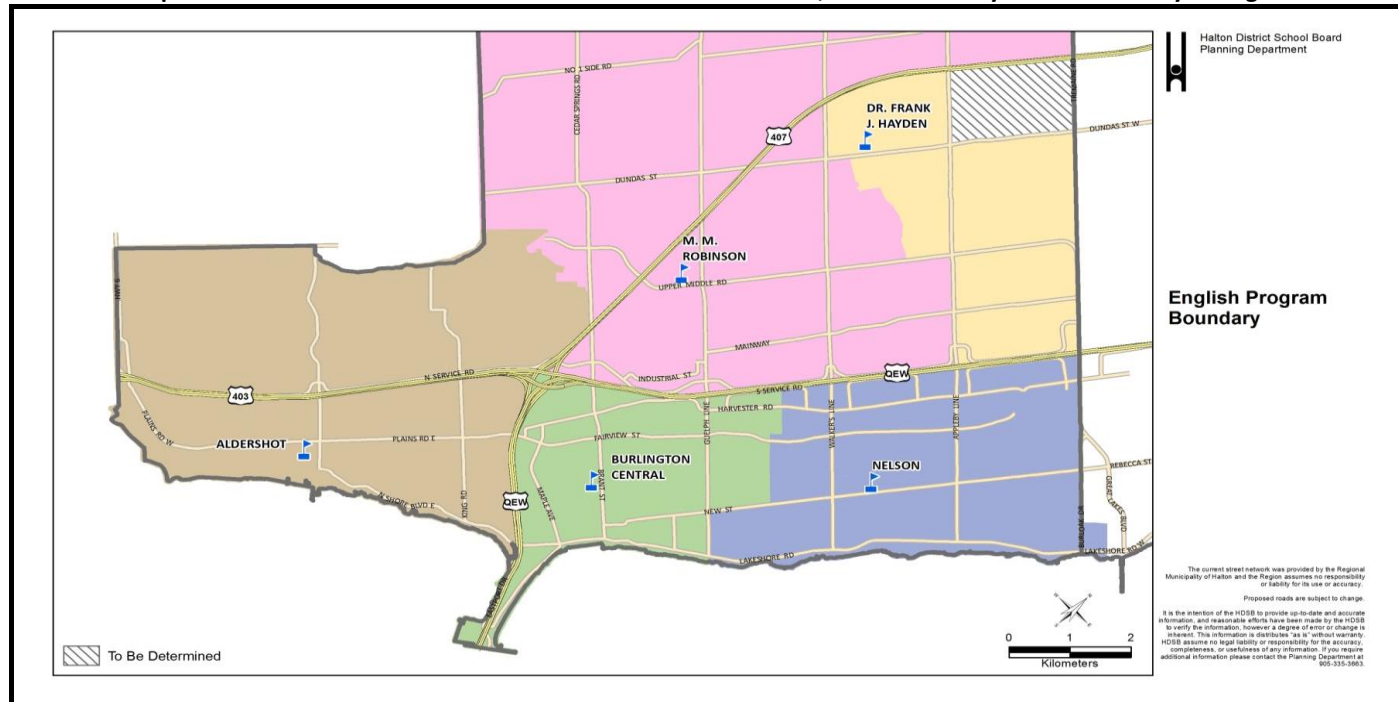
IMPACTS ON ELEMENTARY SCHOOLS:
 Pineland FI PS: Directed to Burlington Central HS.
 Frontenac PS: Directed to Nelson HS, unified grade 8 cohort.
 Charles R. Beaudoin PS FI, Orchard Park PS FI, Alexander's PS FI, John William Boich PS FI: Directed to M. M. Robinson HS.
 Sir E MacMillan PS: Directed to M.M. Robinson HS.
 CH Norton PS: Unified grade 8 cohort.

RESULTS:
 By 2020, there will be approximately shortage of 367 pupil places overall. South of QEW will have shortage of 124 pupil places and north of the QEW will have a shortage of 244 pupil places. Overall utilization is 107% by 2020. Overall all a reduction of 1965 spaces.

		Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aldershot HS Grades 9-12 International Baccalaureate Program	ENG	558	0	558	344	344	370	446	480	469	443	435	421	416	409	
	FI				92	100	106	105	105	104	108	107	111	109	105	
	Total				436	444	476	551	585	573	551	542	532	525	514	
	Available / Shortage of Pupil Places					122	114	82	7	-27	-15	7	16	26	33	44
	Percent Utilization					78%	80%	85%	99%	105%	103%	99%	97%	95%	94%	92%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	512	499	490	470	460	468	484	472	
	FI				57	55	63	280	311	377	423	459	490	480	451	
	Total				595	567	570	792	810	867	893	919	958	964	923	
	Available / Shortage of Pupil Places					275	303	300	78	60	3	-23	-49	-88	-94	-53
Percent Utilization					68%	65%	66%	91%	93%	100%	103%	106%	110%	111%	106%	
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	1265	1215	1180	1132	1063	1052	999	1022	
	FI				129	141	179	0	0	0	0	0	0	0	0	
	SC-SPED				0	0	0	266	273	273	272	270	270	269	272	
	Total				998	992	1048	1531	1488	1453	1404	1333	1322	1268	1294	
	Available / Shortage Pupil Places					343	349	293	-190	-147	-112	-63	8	19	73	47
Percent Utilization					74%	74%	78%	114%	111%	108%	105%	99%	99%	95%	96%	
Robert Bateman HS Closes 2018	ENG	1323	3	1386	567	538	498	0	0	0	0	0	0	0	0	
	SC-SPED				232	263	266	0	0	0	0	0	0	0		
	Total				799	801	764	0	0	0	0	0	0	0	0	
	Available Pupil Places					524	522	559	1323	1323	1323	1323	1323	1323	1323	
	Percent Utilization					60%	61%	58%	0%	0%	0%	0%	0%	0%	0%	

		Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	831	817	777	794	767	720	724	711	
	FI				110	119	97	436	475	520	558	570	580	555	538	
	LFI				0	0	0	60	59	57	58	57	54	54	53	
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30	
	Total				730	701	651	1357	1381	1384	1440	1424	1384	1363	1332	
Available / Shortage of Pupil Places					617	646	696	-10	-34	-37	-93	-77	-37	-16	15	
Percent Utilization					54%	52%	48%	101%	103%	103%	107%	106%	103%	101%	99%	
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0	
	LFI				59	52	51	0	0	0	0	0	0	0		
	Total				416	397	395	0	0	0	0	0	0	0		
	Available Pupil Places					226	245	247	642	642	642	642	642	642	642	
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%		
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	0	0	0	0	0	0			
	Total				1408	1554	1623	1391	1380	1400	1418	1374	1349	1359	1292	
	Shortage of Pupil Places					-214	-360	-429	-197	-186	-206	-224	-180	-155	-165	-98
Percent Utilization					118%	130%	136%	116%	116%	117%	119%	115%	113%	114%	108%	
South of QEW Total			4092	21	4533	2828	2804	2858	2874	2883	2893	2848	2794	2812	2757	2731
North of QEW Total			3183	38	3981	2554	2652	2669	2748	2761	2784	2858	2798	2733	2722	2624
Study Total			7275	59	8514	5382	5456	5527	5622	5644	5677	5706	5592	5545	5479	5355

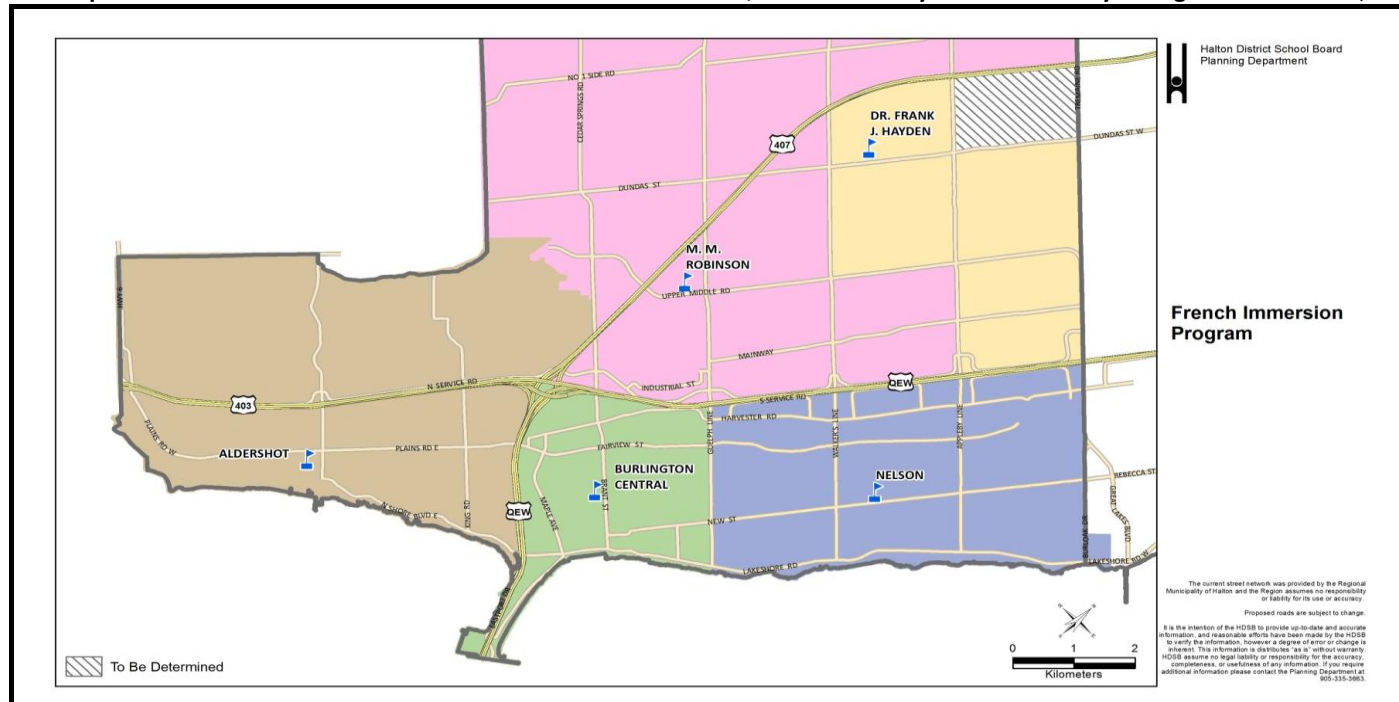
Option 10 - Robert Bateman HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary Change



English Program Boundary

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HDSB to provide up-to-date and accurate information and reasonable efforts have been made by the HDSB to verify the information. However, a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-5863.

Option 10 - Robert Bateman HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary Change



French Immersion Program

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HDSB to provide up-to-date and accurate information and reasonable efforts have been made by the HDSB to verify the information. However, a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-5863.

RATIONALE: To present the impacts of closing two high schools and Dr. Frank J. Hayden SS undergoes a boundary change.

ISSUES

- Dr. Frank J. Hayden SS reaches total capacity in 2016, 2017, 2021.
- Aldershot HS exceed total capacity in 2018 (available pupil places from the elementary facility).
- SC-SPED to be relocated to Aldershot HS.
- IB program to be relocated to Burlington Central HS (program may not be transferable).
- LFI program to be relocated to M.M. Robinson HS.
- Potential PAR for Aldershot Elementary PS

NOTES:

- Aldershot HS: SC-SPED class to be added from Robert Bateman HS.
- Aldershot HS: Total capacity exceeded from 2018. Utilization is expected to be at 132% by 2020
- Burlington Central HS: English 9-12 boundary expands (includes Tecumseh PS).
- Burlington Central HS: Utilization is expected to be at 87% by 2020.
- Burlington Central HS: IB students to be redirected at Burlington Central HS from Robert Bateman HS.
- Nelson HS: English expands to include Frontenac PS boundary.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
					Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357
FI	92	100	106	105	105	104				107	107	111	109	105	
SC-SPED	0	0	0	266	273	273				272	270	270	269	272	
Total	436	444	476	732	747	734				710	703	696	689	684	
Available / Shortage of Pupil Places					122	114	82	-174	-189	-176	-152	-145	-138	-131	-126
Percent Utilization					78%	80%	85%	131%	134%	132%	127%	126%	125%	123%	123%
Burlington Central HS Grades 9-12 International Baccalaureate Program	ENG	870	6	996	538	512	507	652	669	655	633	618	624	636	621
	FI				57	55	63	78	86	103	127	131	132	134	125
	Total				595	567	570	730	755	758	760	749	756	770	746
	Available Pupil Places					275	303	300	140	115	112	110	121	114	100
Percent Utilization					68%	65%	66%	84%	87%	87%	87%	86%	87%	89%	86%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	1210	1158	1125	1083	1014	1002	951	974
	FI				129	141	179	202	225	274	296	328	358	347	327
	Total				998	992	1048	1412	1383	1399	1379	1342	1360	1298	1301
	Available / Shortage of Pupil Places					343	349	293	-71	-42	-58	-38	-1	-19	43
Percent Utilization					74%	74%	78%	105%	103%	104%	103%	100%	101%	97%	97%
Robert Bateman HS Closes 2018	ENG	1323	3	1386	567	538	498	0	0	0	0	0	0	0	0
	SC-SPED				232	263	266	0	0	0	0	0	0	0	0
	Total				799	801	764	0	0	0	0	0	0	0	0
	Available Pupil Places					524	522	559	1323	1323	1323	1323	1323	1323	1323
Percent Utilization					60%	61%	58%	0%	0%	0%	0%	0%	0%	0%	0%

NOTES CONT

Robert Batemans HS: Closes in June 2018.

- M.M Robinson HS: English Boundary expands to include Kilbride PS (Burlington) catchment and Florence Meares PS catchment.
- M.M. Robinson HS: Utilization is expected to increase to 100% in 2020.
- M.M. Robinson HS: Acquires LFI program.

Lester B. Pearson HS: Closes in June 2018

Dr. Frank J. Hayden SS: English boundary is reduced in size. Utilization is expected to be near 120% in 2020.

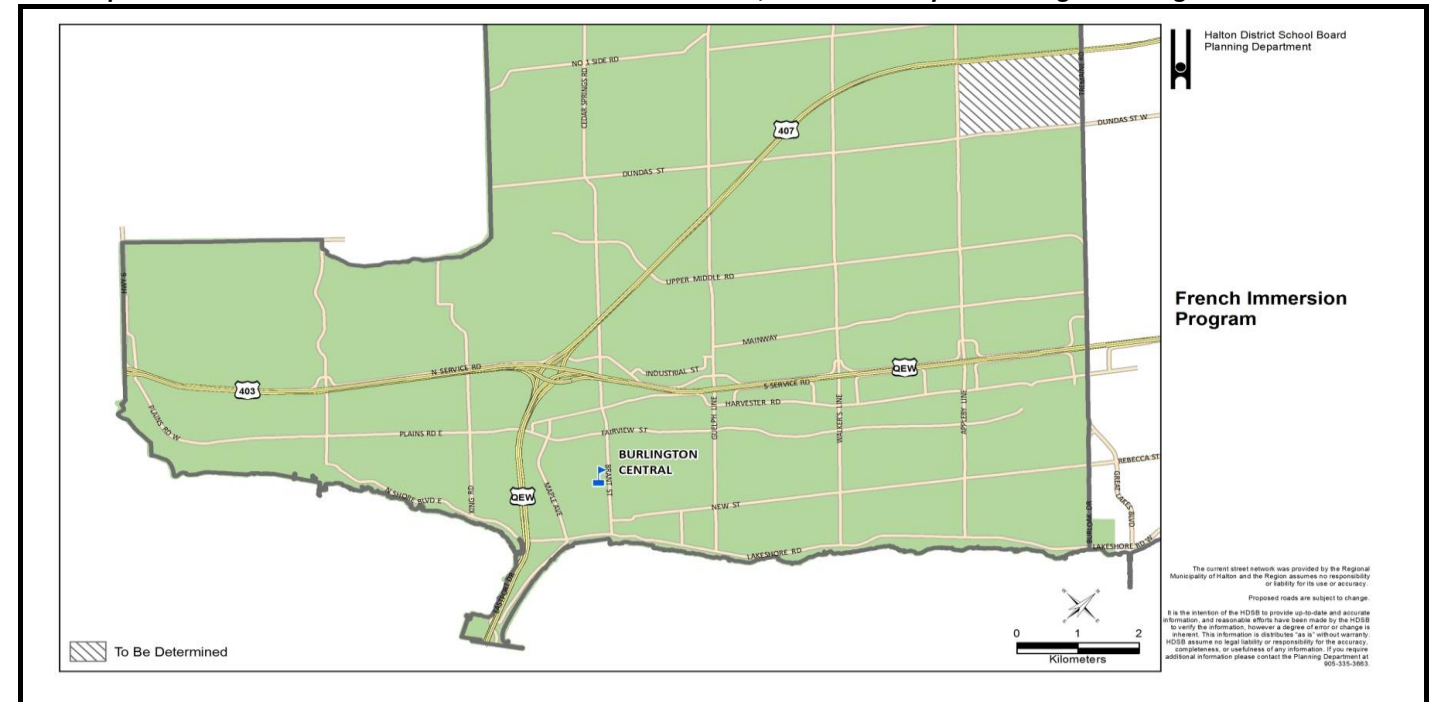
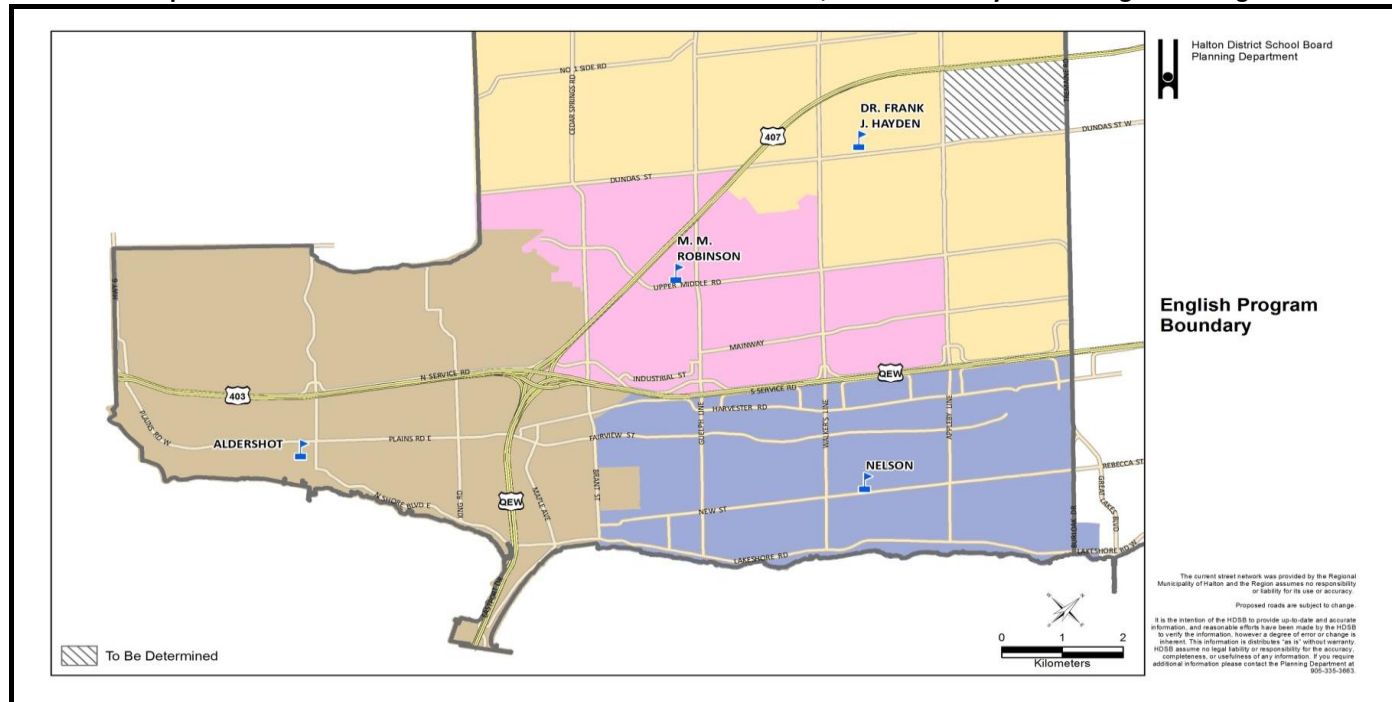
IMPACTS ON ELEMENTARY SCHOOLS

- Tecumseh PS, Frontenac PS, C.H. Norton: Unified grade 8 cohort.
- Florence Meares PS, Sir E. MacMillan PS and Kilbride PS: Redirected to M.M. Robinson HS.

RESULTS

By 2020 there will be approximately a shortage of 367 pupil places (107% utilization) overall. South of the QEW will have shortage of approximately 122 pupil places (104% utilization) and north of the QEW will have shortage of 245 pupil places (110% utilization). Overall a reduction of 1965 pupil places.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
					M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	1214	1183	1139
FI	110	119	97	108	119	122				147	148	153	159	152	
LFI	0	0	0	60	59	57				58	57	54	55	53	
SC-SPED	27	30	30	30	30	30				30	30	30	30	30	
Total	730	701	651	1412	1391	1348				1408	1355	1304	1304	1251	
Available / Shortage of Pupil Places					617	646	696	-65	-44	-1	-61	-8	43	43	96
Percent Utilization					54%	52%	48%	105%	103%	100%	105%	101%	97%	97%	93%
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0	0	
	Total				416	397	395	0	0	0	0	0	0	0	
	Available Pupil Places					226	245	247	642	642	642	642	642	642	642
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1008	1012	1039	1039	1022	1001	1022	987
	FI				200	242	273	328	356	399	411	421	427	396	387
	Total				1408	1554	1623	1336	1368	1438	1450	1443	1428	1418	1374
	Shortage of Pupil Places					-214	-360	-429	-142	-174	-244	-256	-249	-234	-224
Percent Utilization					118%	130%	136%	112%	115%	120%	121%	121%	120%	119%	115%
South of QEW Total		4092	21	4533	2828	2804	2858	2874	2885	2891	2849	2794	2812	2757	2731
North of QEW Total		3183	38	3981	2554	2652	2669	2748	2759	2786	2858	2798	2732	2722	2625
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5592	5544	5479	5356	



RATIONALE: To present the impacts of closing two high schools and creating one central French Immersion high school.

ISSUES:

- The Secondary Gifted Placement at Nelson HS to be relocated to M.M. Robinson HS.
- The IB program at Robert Bateman HS to be relocated to Aldershot HS (program may not be transferable).
- Late French Immersion to be relocated to M.M. Robinson HS.
- SC-SPED currently at Robert Bateman HS to be relocated to Nelson HS.
- Aldershot HS exceeds Total Capacity by 2018 (pupil places are available at Aldershot Elem. PS).
- Burlington Central HS exceeds Total Capacity by 2020 (pupil places are available at Aldershot Elem. PS).
- Potential for an elementary PAR for Aldershot Elementary PS and Burlington Central Elementary PS.

NOTES:

- Aldershot HS: Boundary expands east towards Brant St.
- Aldershot HS: Utilization is expected to be at 140% capacity. Capacity can be gained from the elementary facility.
- Burlington Central HS: Boundary expands to include all FI from Burlington high schools.
- Burlington Central HS: Becomes the sole early French Immersion high school in Burlington.
- Burlington Central HS: Capacity can be gained from the elementary facility.
- Nelson HS: Boundary expands west towards Brant St. and East towards Burloak Dr.

NOTES CON'T:

- Nelson HS: Utilization to be at 110% capacity by 2020.
- Robert Batemans HS: **Closes in 2018.**
- M.M. Robinson HS: Gains the Late FI from Lester B. Pearson HS, and Secondary Gifted Placement from Nelson HS.
- M.M. Robinson HS: Expands to include the Lester B. Pearson HS boundary.
- Lester B. Pearson HS: **Closes in 2018.**
- Dr. Frank J. Hayden SS: English boundary is status quo.

IMPACTS ON ELEMENTARY SCHOOLS

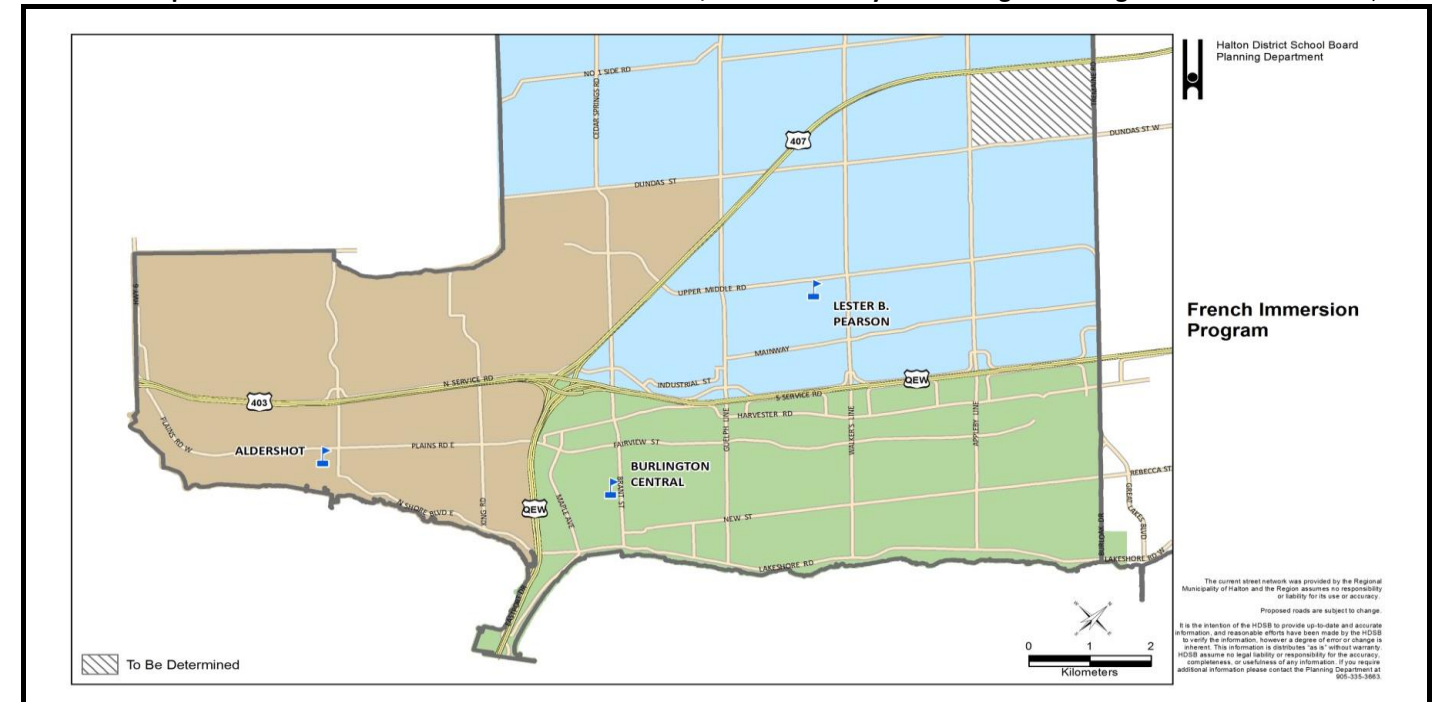
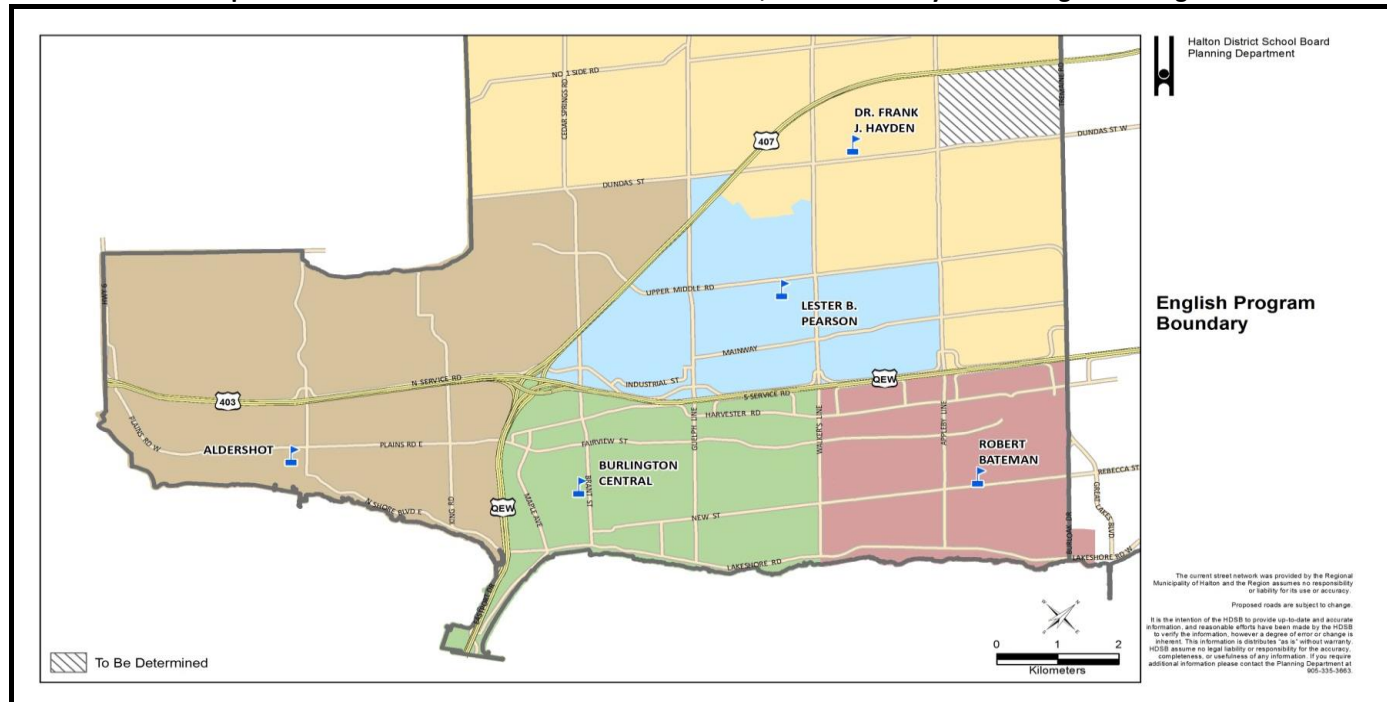
- Dual Track FI schools to have a split cohort.
- Tecumseh PS, C.H. Norton PS and Frontenac PS: Unified grade 8 cohort.
- Sir E. MacMillan PS to be redirected to M.M. Robinson HS.
- Burlington Elementary PS ENG: Split grade 8 cohort between Aldershot HS and Nelson HS. rev. Sept 6, 2016

RESULTS

By 2020, there will be a shortage of 367 pupil spaces (107% utilization) overall. South of the QEW will have a shortage of approximately 487 pupil places (118% utilization) and north of the QEW will have 120 available spaces (95% utilization). Overall a reduction of 1965 pupil places.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12, International Baccalaureate Program	ENG	558	0	558	344	344	370	777	796	779	732	704	691	685	670	
	FI				92	100	106	0	0	0	0	0	0	0	0	0
	Total				436	444	476	777	796	779	732	704	691	685	670	
	Available / Shortage of Pupil Places					122	114	82	-219	-238	-221	-174	-146	-133	-127	-112
	Percent Utilization					78%	80%	85%	139%	143%	140%	131%	126%	124%	123%	120%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	0	0	0	0	0	0	0	0	
	FI				57	55	63	822	890	1001	1088	1136	1181	1144	1094	
	Total				595	567	570	822	890	1001	1088	1136	1181	1144	1094	
	Available / Shortage of Pupil Places					275	303	300	48	-20	-131	-218	-266	-311	-274	-224
	Percent Utilization					68%	65%	66%	94%	102%	115%	125%	131%	136%	131%	126%
Nelson HS Grade 9-12 SC-SPED Programs	ENG	1341	12	1593	869	851	869	1326	1256	1203	1170	1133	1141	1119	1140	
	FI				129	141	179	0	0	0	0	0	0	0	0	
	SC-SPED				0	0	0	266	273	273	272	270	270	269	272	
	Total	998	992	1048	1592	1529	1476	1442	1403	1411	1388	1412				
	Available / Shortage of Pupil Places					343	349	293	-251	-188	-135	-101	-62	-70	-47	-71
Percent Utilization					74%	74%	78%	119%	114%	110%	108%	105%	105%	104%	105%	
Robert Bateman HS Closes 2018	ENG	1323	3	1386	567	538	498	0	0	0	0	0	0	0	0	
	SC-SPED				232	263	266	0	0	0	0	0	0	0	0	
	Total				799	801	764	0	0	0	0	0	0	0	0	
	Available Pupil Places					524	522	559	1323	1323	1323	1323	1323	1323	1323	
	Percent Utilization					60%	61%	58%	0%	0%	0%	0%	0%	0%	0%	

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grade 9-12, SC-SPED Programs, Secondary Gifted Placement	ENG	1347	12	1599	593	552	524	950	960	934	939	888	829	819	804	
	FI / LFI				110	119	97	60	59	57	57	54	54	53		
	SC-SPED				27	30	30	30	30	30	30	30	30	30		
	Total	730	701	651	1040	1049	1021	1026	975	913	903	887				
	Available Pupil Places					617	646	696	307	298	326	321	372	434	444	460
Percent Utilization					54%	52%	48%	77%	78%	76%	76%	72%	68%	67%	66%	
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0	
	LFI				59	52	51	0	0	0	0	0	0	0		
	Total				416	397	395	0	0	0	0	0	0	0		
	Available Pupil Places					226	245	247	642	642	642	642	642	642	642	
	Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grade 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	0	0	0	0	0	0			
	Total				1408	1554	1623	1391	1380	1400	1418	1374	1349	1359	1292	
	Shortage of Pupil Places					-214	-360	-429	-197	-186	-206	-224	-180	-155	-165	-98
	Percent Utilization					118%	130%	136%	116%	116%	117%	119%	115%	113%	114%	108%
South of QEW Total		4092	21	4533	2828	2804	2858	3191	3215	3256	3262	3243	3283	3217	3176	
North of QEW Total		3183	38	3981	2554	2652	2669	2431	2429	2421	2444	2349	2262	2262	2179	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5706	5592	5545	5479	5355	



RATIONALE: To present the impacts of closing two high schools, and a program change for Dr. Frank J. Hayden SS.

ISSUES:
 Aldershot HS and Burlington Central HS to exceed total capacity by 2018. Space is available from elementary facilities.
 Lester B. Pearson HS exceeds total capacity by 2018.
 Potential PAR for the Aldershot Elementary PS and Burlington Central Elementary PS communities.
 FI program to be added to Lester B. Pearson HS.

NOTES:
 Aldershot HS: Boundary expands north to include the area north of 407 ETR and south of Dundas St.
 Aldershot HS: Approximately 200(2015) available pupil places in the elementary facility.
 Aldershot HS: Utilization is expected to be at 134% by 2020 (available space from the elementary facility).

Burlington Central HS: By 2020, utilization is expected to be at 134% (available space from the elementary facility).
 Burlington Central HS: English boundary expands east to Walker's Line. FI boundary expands to Burloak Drive.

Nelson HS: **Closed in June 2018.**

Robert Bateman HS: Boundary expands west to Walker's Line.
 Robert Bateman HS: SC-SPED student from M.M. Robinson HS to be redirected to Robert Bateman HS.

NOTES CON'T:
 Robert Bateman HS: Utilization is expected to be at 98% by 2020.

M.M. Robinson HS: **Closes in June 2018.**

Lester B. Pearson HS: FI program to be added.

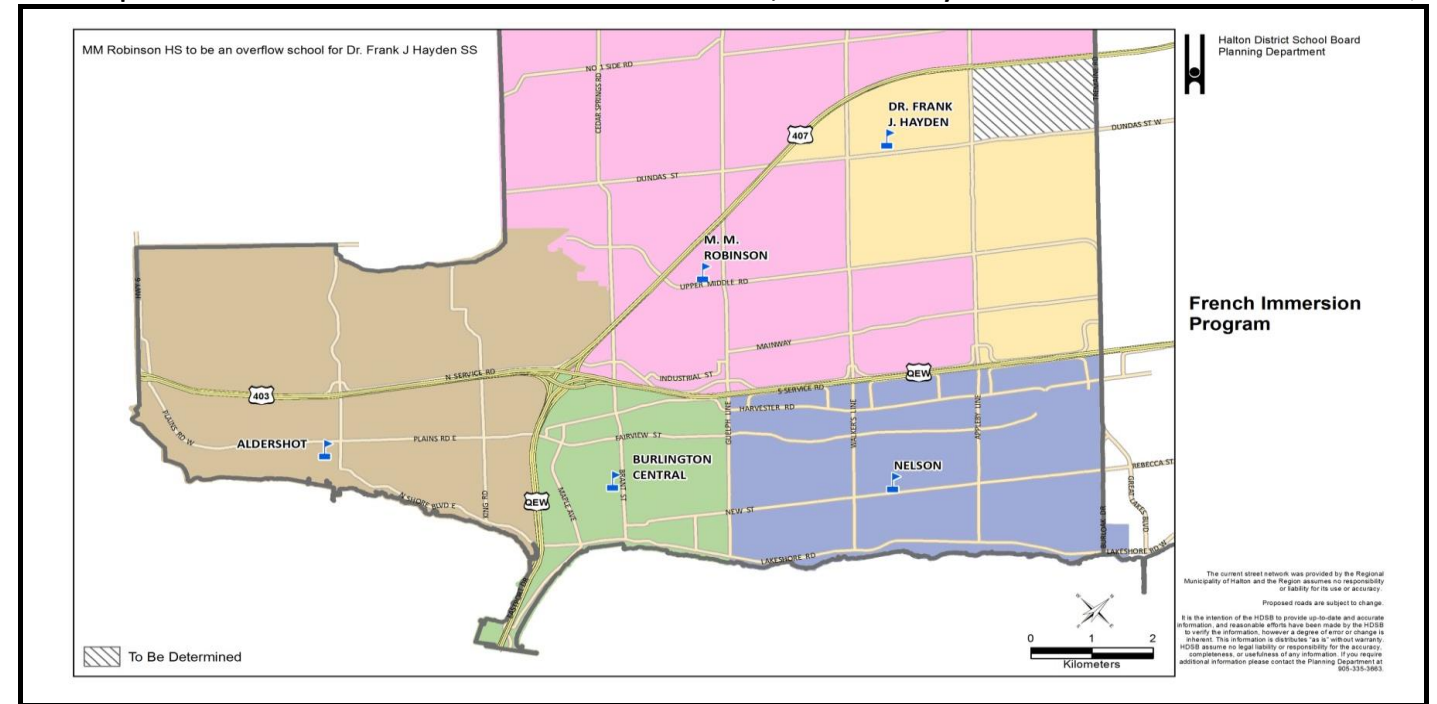
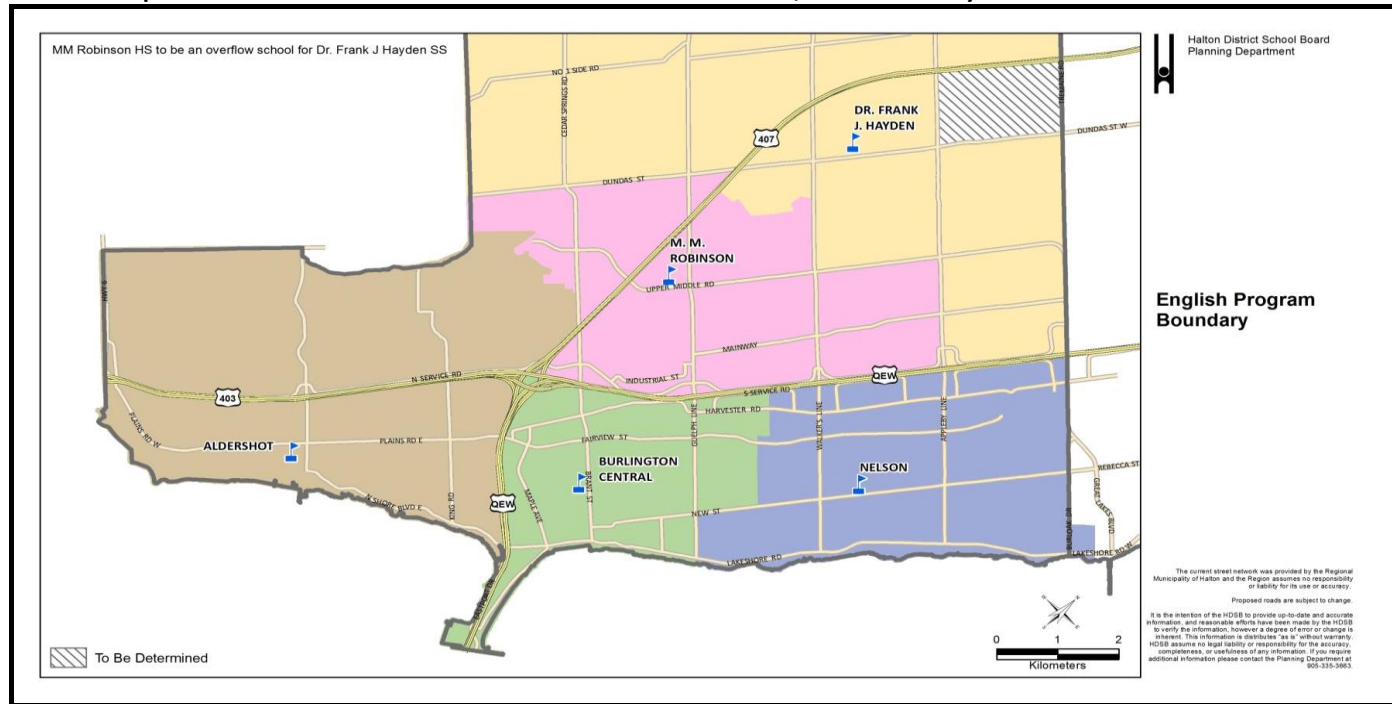
Dr. Frank J. Hayden SS: FI program to be redirected to Lester B. Pearson HS.

IMPACTS ON ELEMENTARY SCHOOLS
 C>H. Norton PS ,Tecumseh PS, Frontenac PS: Unified grade 8 cohort.
 John T. Tuck PS to have a split grade 8 cohort between Burlington Central HS and Robert Bateman HS.
 Rolling Meadows PS FI: Split grade 8 cohort between Lester B. Pearson HS and Aldershot HS.

RESULTS
 By 2020, there will be a shortage of approximately 1090 pupil places (124% utilization) overall. South of the QEW will have a shortage of 456 pupil places (117% utilization) and north of the QEW will have a shortage of 634 pupil places (134% utilization).
 Overall a reduction of 2688 pupil places.
 Approximately 675 more students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	591	595	582	559	539	518	517	519	
	FI				92	100	106	150	163	164	180	181	186	187	180	
	Total				436	444	476	741	758	746	739	720	704	704	699	
	Available / Shortage of Pupil Places					122	114	82	-183	-200	-188	-181	-162	-146	-146	-141
	Percent Utilization					78%	80%	85%	133%	136%	134%	132%	129%	126%	126%	125%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	823	814	790	766	747	762	774	763	
	FI				57	55	63	280	311	377	423	458	490	481	451	
	Total				595	567	570	1103	1125	1167	1189	1205	1252	1255	1214	
	Available / Shortage of Pupil Places					275	303	300	-233	-255	-297	-319	-335	-382	-385	-344
	Percent Utilization					68%	65%	66%	127%	129%	134%	137%	139%	144%	144%	140%
Nelson HS Closes 2018	ENG	1341	12	1593	869	851	869	0	0	0	0	0	0	0	0	
	FI				129	141	179	0	0	0	0	0	0	0	0	
	Total				998	992	1048	0	0	0	0	0	0	0	0	
	Available Pupil Places					343	349	293	1341	1341	1341	1341	1341	1341	1341	
	Percent Utilization					74%	74%	78%	0%	0%	0%	0%	0%	0%	0%	
Robert Bateman HS Grades 9-12	ENG	1323	3	1386	567	538	498	1039	1012	991	949	886	865	813	833	
	SC-SPED				232	263	266	296	303	303	302	300	300	299	302	
	Total				799	801	764	1335	1315	1294	1251	1186	1165	1112	1135	
	Available / Shortage of Pupil Places					524	522	559	-12	8	29	72	137	158	211	188
	Percent Utilization					60%	61%	58%	101%	99%	98%	95%	90%	88%	84%	86%

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Closes 2018	ENG	1347	12	1599	593	552	524	0	0	0	0	0	0	0	0	
	FI				110	119	97	0	0	0	0	0	0	0		
	SC-SPED				27	30	30	0	0	0	0	0	0	0		
	Total	730	701	651	0	0	0	0	0	0	0	0				
	Available Pupil Places					617	646	696	1347	1347	1347	1347	1347	1347	1347	
Percent Utilization					54%	52%	48%	0%	0%	0%	0%	0%	0%	0%		
Lester B. Pearson HS Grade 9-12	ENG	642	14	936	357	345	344	600	591	552	566	554	516	518	499	
	LFI				59	52	51	60	59	57	58	57	54	54	53	
	FI				0	0	0	392	416	461	486	496	504	477	464	
	Total	416	397	395	1052	1066	1070	1110	1107	1074	1049	1016				
	Available / Shortage of Pupil Places					226	245	247	-410	-424	-428	-468	-432	-407	-374	
Percent Utilization					65%	62%	62%	164%	166%	167%	173%	172%	163%	158%		
Dr. Frank J. Hayden SS Grade 9-12	ENG	1194	12	1446	1208	1312	1350	1391	1380	1400	1418	1374	1349	1359	1292	
	FI				200	242	273	0	0	0	0	0	0	0		
	Total				1408	1554	1623	1391	1380	1400	1418	1374	1349	1359	1292	
	Shortage of Pupil Places					-214	-360	-429	-197	-186	-206	-224	-180	-155	-165	-98
	Percent Utilization					118%	130%	136%	116%	116%	117%	119%	115%	113%	114%	108%
South of QEW Total		4092	21	4533	2828	2804	2858	3179	3198	3207	3179	3111	3121	3071	3048	
North of QEW Total		3183	38	3981	2554	2652	2669	2443	2446	2470	2528	2481	2423	2408	2308	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	



RATIONALE: To present the impacts of closing two high schools and reducing Dr. Frank J. Hayden SS with no changes to current boundaries (a variation of Option 7).

ISSUES:

- SC-SPED facilities at Aldershot HS.
- IB program at Burlington Central HS (program may not be transferable).
- Dr. Frank J. Hayden SS over total capacity until 2020. To determine procedure to cap Dr Frank J Hayden SS.
- Aldershot HS exceeds total capacity by 2018.
- Late FI program to be added to M.M. Robinson HS.
- Potential PAR for the Aldershot Elementary PS.

NOTES:

- Aldershot HS: Receives SC-SPED students from Robert Bateman HS.
- Aldershot HS: Total capacity exceeded from 2018. Capacity from Aldershot Elementary PS is available.
- Aldershot HS: Utilization to be at 132% in 2020.
- Burlington Central HS: Catchment to expand east to include the Tecumseh PS catchment.
- Burlington Central HS: To receive the IB program from Robert Bateman HS.
- Burlington Central HS: Utilization to increase to 87% by 2020.
- Nelson HS: To expand to include the current Robert Bateman HS catchment.

NOTES CON'T

- Nelson HS: Utilization to increase to 104% by 2020.
- Robert Bateman HS: **Closes in June 2018.**
- Lester B. Pearson HS: **Closes in June 2018.**
- M.M. Robinson HS: Boundary to expand to include Lester B. Pearson HS catchment.
- M.M. Robinson HS: To add the LFI program.
- M.M. Robinson HS: To become an overflow school for Dr. Frank J. Hayden SS.
- M.M. Robinson HS: Utilization to increase to 99% by 2020.
- Dr. Frank J. Hayden SS: Grade 9 class to be limited to 325 students starting in 2018.
- Dr. Frank J. Hayden SS: Total capacity to be reached between 2016-2020.

IMPACTS TO ELEMENTARY SCHOOLS

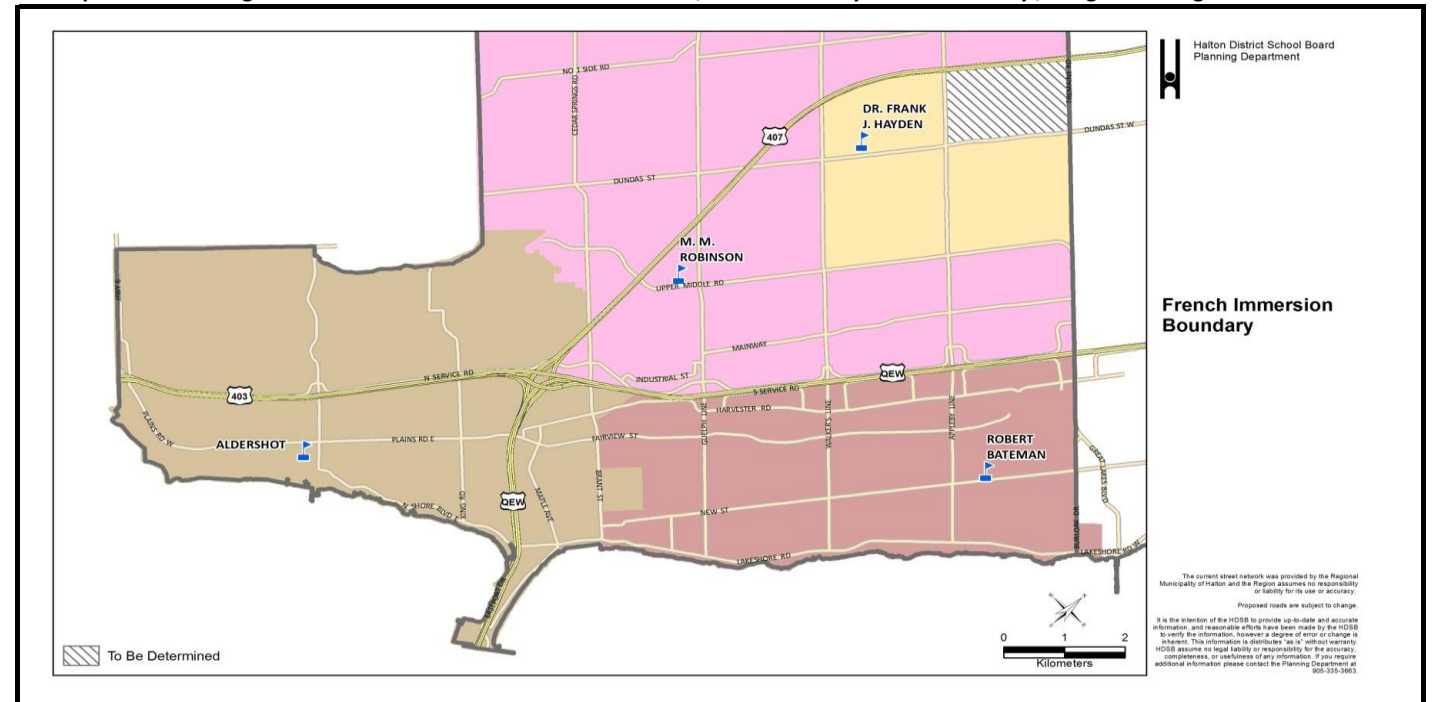
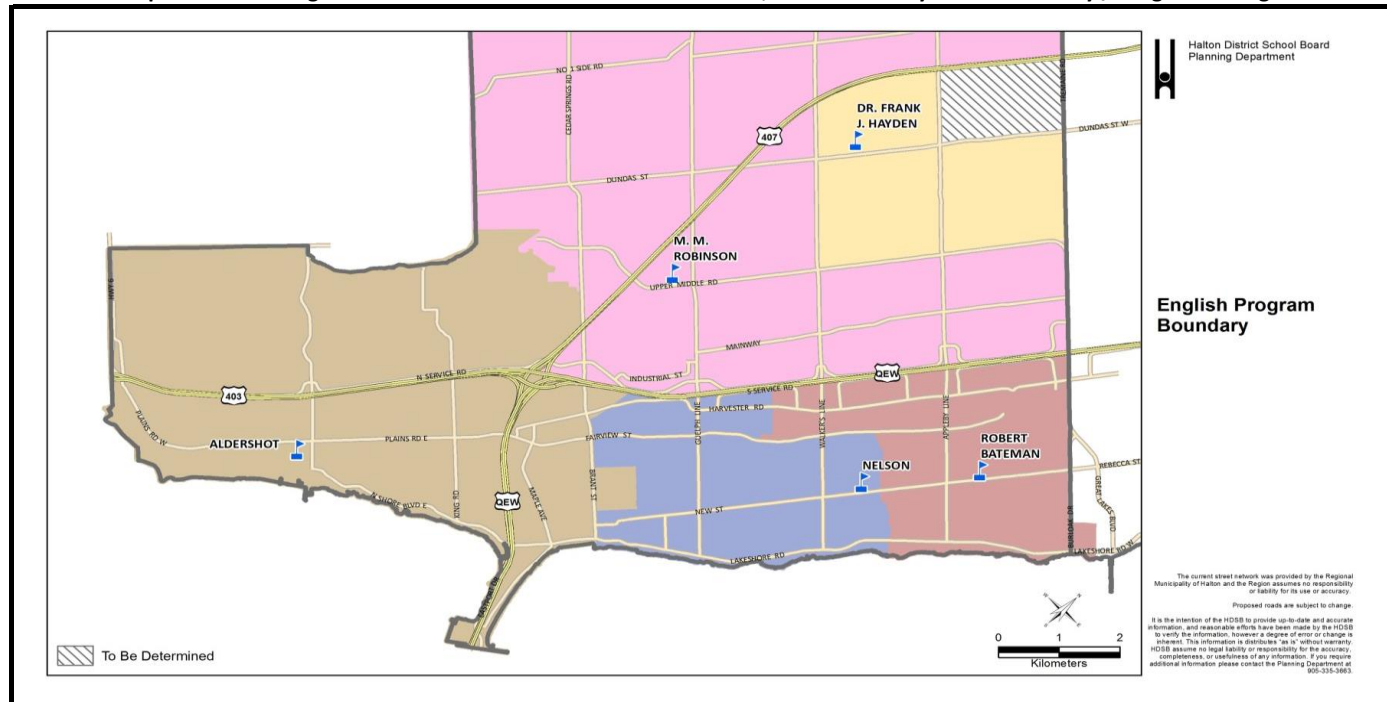
- Tecumseh PS, Frontenac PS and C.H. Norton PS: Unified cohorts.
- Sir E. MacMillan PS to be redirected to M.M. Robinson HS.

RESULTS

By 2020, there will be an approximate shortage of 367 spaces (107% utilization) overall. South of the QEW will have a shortage of 122 pupil places (104% utilization) and north of the QEW will have a shortage of 245 pupil places (110% utilization). Overall a reduction of 1965 spaces .

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	361	369	357	331	326	315	311	307
	FI				92	100	106	105	105	104	107	107	111	109	105
	SC-SPED				0	0	0	266	273	273	272	270	270	269	272
	Total	436	444	476	732	747	734	710	703	696	689	684			
	Available / Shortage of Pupil Places	122	114	82	-174	-189	-176	-152	-145	-138	-131	-126			
Percent Utilization	78%	80%	85%	131%	134%	132%	127%	126%	125%	123%	123%				
Burlington Central HS Grades 9-12, International Baccalaureate Program	ENG	870	6	996	538	512	507	652	669	655	633	618	624	636	621
	FI				57	55	63	78	86	103	127	131	132	134	124
	Total				595	567	570	730	755	758	760	749	756	770	745
	Available Pupil Places	275	303	300	140	115	112	110	121	114	100	125			
	Percent Utilization	68%	65%	66%	84%	87%	87%	87%	86%	87%	89%	86%			
Nelson HS Grades 9 -12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	1211	1159	1125	1083	1015	1003	951	974
	FI				129	141	179	202	225	274	296	328	358	347	327
	Total				998	992	1048	1413	1384	1399	1379	1343	1361	1298	1301
	Available / Shortage Pupil Places	343	349	293	-72	-43	-58	-38	-2	-20	43	40			
	Percent Utilization	74%	74%	78%	105%	103%	104%	103%	100%	101%	97%	97%			
Robert Bateman HS Closes 2018	ENG	1323	3	1386	567	538	498	0	0	0	0	0	0	0	0
	SC-SPED				232	263	266	0	0	0	0	0	0	0	0
	Total				799	801	764	0	0	0	0	0	0	0	0
	Available Pupil Places	524	522	559	1323	1323	1323	1323	1323	1323	1323	1323			
	Percent Utilization	60%	61%	58%	0%	0%	0%	0%	0%	0%	0%	0%			

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M.M. Robinson HS Grades 9 -12	ENG	1347	12	1599	593	552	524	937	1008	1047	1192	1121	1048	1063	985
	FI				110	119	97	124	164	204	254	265	275	251	234
	LFI				0	0	0	60	59	57	58	57	54	54	53
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30
	Total				730	701	651	1151	1261	1338	1534	1473	1407	1398	1302
Available / Shortage of Pupil Places	617	646	696	196	86	9	-187	-126	-60	-51	45				
Percent Utilization	54%	52%	48%	85%	94%	99%	114%	109%	104%	104%	97%				
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0	0	
	Total				416	397	395	0	0	0	0	0	0	0	
	Available Pupil Places	226	245	247	642	642	642	642	642	642	642				
	Percent Utilization	65%	62%	62%	0%	0%	0%	0%	0%	0%	0%				
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1284	1186	1131	1020	1020	1020	1020	1020
	FI				200	242	273	312	311	317	304	304	304	304	
	Total				1408	1554	1623	1596	1497	1448	1324	1324	1324	1324	
	Shortage of Pupil Places	-214	-360	-429	-402	-303	-254	-130	-130	-130	-130				
	Percent Utilization	118%	130%	136%	134%	125%	121%	111%	111%	111%	111%				
South of QEW Total		4092	18	3147	2828	2804	2858	2875	2886	2891	2849	2795	2813	2757	2730
North of QEW Total		3183	24	3045	2554	2652	2669	2747	2758	2786	2797	2731	2722	2626	
Study Total		7275	42	6192	5382	5456	5527	5622	5644	5677	5592	5544	5479	5356	



RATIONALE: To present the impacts of closing two high schools, creating 3 FI centres and Dr. Frank J. Hayden SS undergoes a program and boundary change.

- ISSUES:**
- Burlington Central HS is a campus setting from JK-8 in the core of Burlington.
 - PAR for the Aldershot community and Burlington Central elementary schools will be required.
 - Late FI to be added to M.M. Robinson HS.
 - Aldershot exceeds total capacity by 2018. Dr. Frank J. Hayden SS to exceed total capacity in 2016, 2017 and 2020-2024.
 - Nelson HS utilization drops below 65% in 2020.
 - Florence Mears PS (west of Walker's Line) and John William Boich PS (south of Upper Middle Rd) to have split communities.

- NOTES:**
- Aldershot HS: Catchment expands east toward Brant St.
 - Aldershot HS: Utilization exceeds OTG capacity and by 2020 utilization is expected to be at 145% (additional space available at Aldershot Elem PS).
 - Burlington Central HS: **Closes in June 2018.**
 - Nelson HS: Utilization drops to below 65% capacity by 2020.
 - Nelson HS: FI program relocated to Robert Bateman HS.
 - Robert Bateman HS: Utilization is expected to increase to 92% by 2020.

- NOTES CON'T**
- Robert Bateman HS: FI Program added to Robert Bateman HS.
 - M.M. Robinson HS: Utilization increase reached 98% by 2020.
 - M.M. Robinson HS: LFI program to be added.
 - Lester B. Pearson HS: **Closes in June 2018.**
 - Dr. Frank J. Hayden SS: Reaches total capacity between 2016, 2017, 2020-2024; it should be manageable.
 - Dr. Frank J. Hayden SS: Utilization reaches 122%, by 2020.

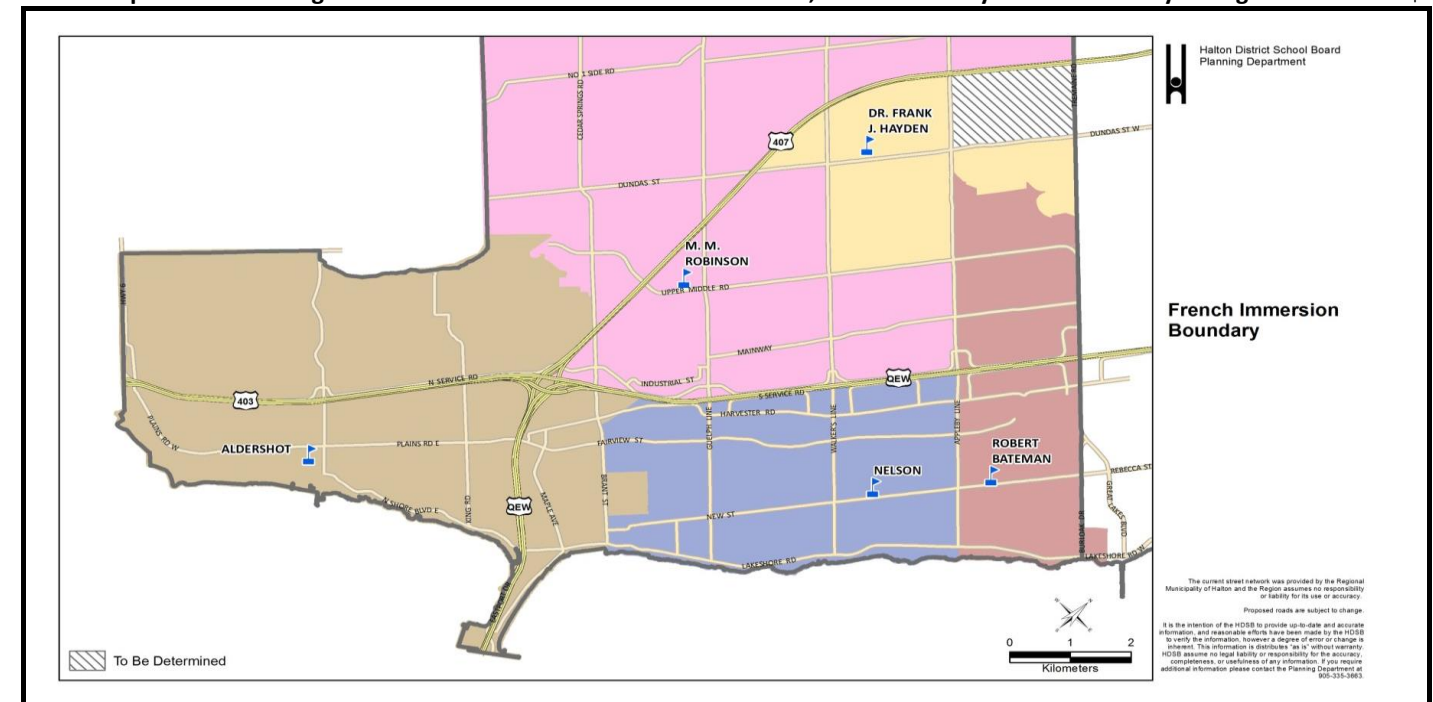
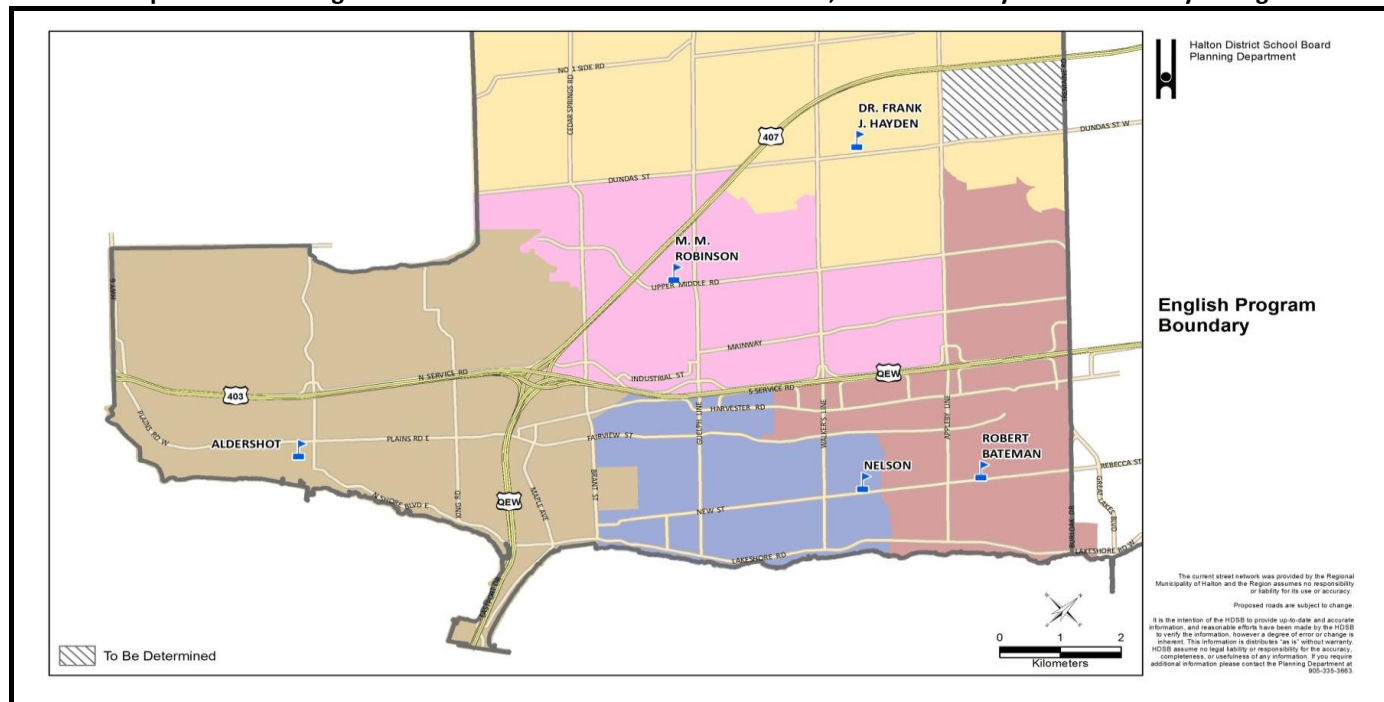
- IMPACTS TO ELEMENTARY SCHOOLS**
- Tecumseh PS: Directed to Aldershot HS and Nelson HS.
 - Frontenac PS, Pineland PS: Directed to Robert Bateman HS.
 - C.H. Norton PS: Unified grade 8 cohort.
 - Florence Meares PS, John William Boich PS: Grade 8 cohort split between Dr. Frank J. Hayden SS and M.M. Robinson HS.
 - Sir E. MacMillan PS to be redirected to M.M. Robinson HS

RESULTS

By 2020, there will be approximately 86 available pupil places (99% utilization) overall. South of the QEW will have 333 available spaces (90% utilization) and north of the QEW will have a shortage of 247 pupil places (110% utilization). Overall a reduction of 1857 spaces.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	688	680	661	614	592	582	576	561
	FI				92	100	106	144	145	149	158	159	163	161	154
	Total				436	444	476	832	825	810	772	751	745	737	715
	Available / Shortage of Pupil Places	122	114	82	-274	-267	-252	-214	-193	-187	-179	-157			
	Percent Utilization	78%	80%	85%	149%	148%	145%	138%	135%	134%	132%	128%			
Burlington Central HS Closes 2018	ENG	870	6	996	538	512	507	0	0	0	0	0	0	0	0
	FI				57	55	63	0	0	0	0	0	0	0	
	Total				595	567	570	0	0	0	0	0	0	0	
	Available Pupil Places	275	303	300	870	870	870	870	870	870	870				
Percent Utilization	68%	65%	66%	0%	0%	0%	0%	0%	0%	0%					
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	893	881	860	851	818	828	831	828
	FI				129	141	179	0	0	0	0	0	0		
	Total				998	992	1048	893	881	860	851	818	828	831	828
	Available Pupil Places	343	349	293	448	460	481	490	523	513	510	513			
Percent Utilization	74%	74%	78%	67%	66%	64%	63%	61%	62%	62%					
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	641	634	616	582	549	531	492	514
	FI				0	0	0	241	271	333	372	407	436	428	402
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272
	Total				799	801	764	1148	1178	1222	1226	1226	1237	1189	1188
	Available Pupil Places				524	522	559	175	145	101	97	97	86	134	135
Percent Utilization	60%	61%	58%	87%	89%	92%	93%	93%	93%	90%	90%				

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	1157	1144	1096	1107	1052	1004	1008	977
	FI				110	119	97	123	138	143	169	173	175	180	171
	LFI				0	0	0	60	59	57	58	57	54	54	53
	SC-SPED				27	30	30	30	30	30	30	30	30	30	
	Total				730	701	651	1370	1371	1326	1364	1312	1263	1272	1231
Available / Shortage of Pupil Places	617	646	696	-23	-24	21	-17	35	84	75	116				
Percent Utilization	54%	52%	48%	102%	102%	98%	101%	97%	94%	94%	91%				
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0		
	Total				416	397	395	0	0	0	0	0	0		
	Available Pupil Places	226	245	247	642	642	642	642	642	642	642				
Percent Utilization	65%	62%	62%	0%	0%	0%	0%	0%	0%						
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1311	1350	1065	1054	1082	1105	1088	1067	1077	1028
	FI				200	243	273	314	335	377	397	404	373	366	
	Total				1408	1554	1623	1379	1389	1459	1485	1471	1450	1394	
	Shortage of Pupil Places	-214	-360	-429	-185	-195	-265	-300	-291	-277	-256	-200			
Percent Utilization	118%	130%	136%	115%	116%	122%	125%	124%	123%	121%	117%				
South of QEW Total		4092	15	3537	2828	2804	2858	2873	2884	2892	2849	2795	2810	2757	2731
North of QEW Total		3183	24	3045	2554	2652	2669	2749	2760	2785	2858	2797	2734	2722	2625
Study Total		7275	39	6582	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356



RATIONALE: To present the impacts of closing two high schools and Dr. Frank J. Hayden SS undergoes a boundary change.

ISSUES:

- Students moving south of the QEW - recently redirected to Dr. Frank J. Hayden SS from Robert Bateman HS.
- Not all students to be expected to travel south to Robert Bateman HS.
- Aldershot HS to exceed total capacity by 2018 (available space from the elementary facility).
- PAR required for elementary schools in Aldershot Elementary PS and Burlington Central Elementary PS communities.
- LFI added to M.M. Robinson HS.
- FI added to Robert Bateman HS.
- Majority of the Orchard Community to be redirected south of the QEW.

NOTES:

- Aldershot HS: The catchment expands towards Brant St.
- Aldershot HS: Utilization exceeds Total Capacity by 2018. Aldershot Elementary PS has available empty spaces.
- Aldershot HS: Utilization to be at 145%, by 2020.
- Burlington Central HS: **Closes in June 2018.**
- Nelson HS: Geographically not in the centre of the community.
- Nelson HS: Utilization increase to 102%, by 2020.
- Robert Bateman HS: The catchment expands west between Walker's and Appleby Line and north of the QEW.
- Robert Bateman HS: Utilization increases to 94%, by 2020.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	688	680	661	613	592	582	576	562	
	FI				92	100	106	144	145	149	158	159	163	161	154	
	Total				436	444	476	832	825	810	771	751	745	737	716	
	Aldershot HS Available Pupil Places					122	114	82	-274	-267	-252	-213	-193	-187	-179	-158
	Percent Utilization					78%	80%	85%	149%	148%	145%	138%	135%	134%	132%	128%
Burlington Central HS Closes 2018	ENG	870	6	996	538	512	507	0	0	0	0	0	0	0	0	
	FI				57	55	63	0	0	0	0	0	0	0	0	
	Total				595	567	570	0	0	0	0	0	0	0	0	
	Burlington Central HS Available Pupil Place					275	303	300	870	870	870	870	870	870	870	
Percent Utilization					68%	65%	66%	0%	0%	0%	0%	0%	0%	0%	0%	
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	893	881	860	851	818	828	831	828	
	FI				129	141	179	375	432	510	551	584	616	585	553	
	Total				998	992	1048	1268	1313	1370	1402	1402	1444	1416	1381	
	Nelson HS Available Pupil Places					343	349	293	73	28	-29	-61	-61	-103	-75	-40
Percent Utilization					74%	74%	78%	95%	98%	102%	105%	105%	108%	106%	103%	
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	1003	1014	973	906	858	809	750	758	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total				799	801	764	1269	1287	1246	1178	1128	1079	1019	1030	
	Robert Bateman HS Available Pupil Place					524	522	559	54	36	77	145	195	244	304	293
Percent Utilization					60%	61%	58%	96%	97%	94%	89%	85%	82%	77%	78%	

NOTES CON'T

- Robert Bateman HS: FI program added.
- M.M. Robinson HS: Boundaries expands to include Lester B. Pearson HS. Utilization increase to 73%, by 2020.
- M.M. Robinson HS: LFI program is added to the school.
- Lester B Pearson HS: **Closes in June 2018.**
- Dr. Frank J. Hayden SS: catchment is reduced.
- Dr. Frank J. Hayden SS: Utilization to 106%, by 2020.

IMPACTS TO ELEMENTARY SCHOOLS

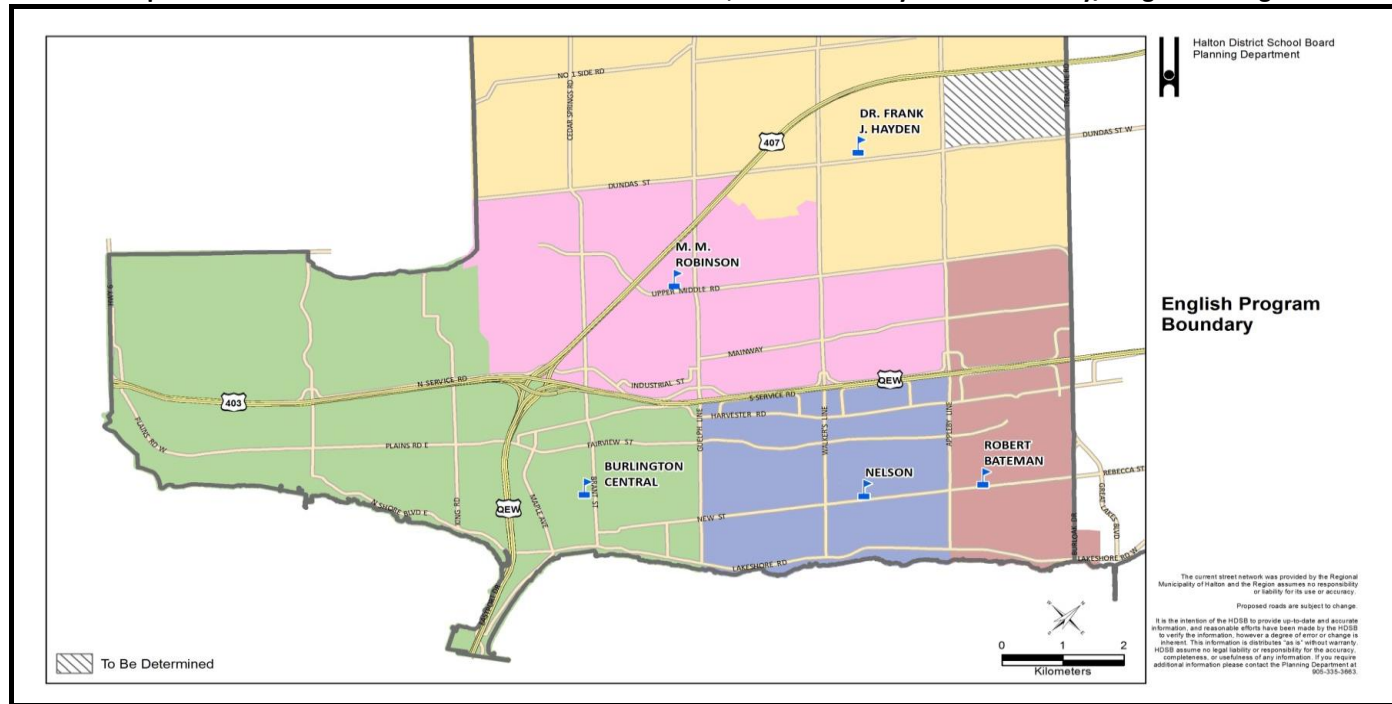
- Alexander's PS, Orchard Park PS to attend Robert Bateman HS.
- John William Boich PS: Split cohort between Dr. Frank J. Hayden SS and Robert Bateman HS.
- C.H. Norton, PS Frontenac, PS Pineland PS: Unified cohort.
- Sir E MacMillan PS: Attends M.M. Robinson HS.
- Burlington Central Elementary PS to have a split grade 8 cohort between Aldershot HS and Nelson HS.

RESULTS

By 2020, there will be approximately 86 available pupil places (99% utilization) overall; south of the QEW there will be a shortage of 204 spaces (106% utilization) and north of the QEW will have surplus of 290 pupil places (89% utilization).

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	831	817	777	794	767	719	725	711
	FI				110	119	97	108	119	122	147	148	152	159	152
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30
	Total	730	701	651	1029	1025	986	1029	1002	955	968	946			
	MM Robinson HS Available Pupil Places					617	646	696	318	322	361	318	345	392	379
Percent Utilization					54%	52%	48%	76%	76%	73%	76%	74%	71%	72%	70%
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0	0	
	Total				416	397	395	0	0	0	0	0	0	0	
	Lester B Pearson HS Available Pupil Places					226	245	247	642	642	642	642	642	642	642
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1030	1000	1044	1094	1065	1073	1101	1048
	FI				200	242	273	194	194	221	233	244	248	238	235
	Total				1408	1554	1623	1224	1194	1265	1327	1309	1321	1339	1283
	Dr Frank J Hayden HS Available Pupil Place					-214	-360	-429	-30	0	-71	-133	-115	-127	-145
Percent Utilization					118%	130%	136%	103%	100%	106%	111%	110%	111%	112%	107%
South of QEW Total		4092	15	3537	2828	2804	2858	3369	3425	3426	3351	3281	3268	3172	3127
North of QEW Total		3183	24	3045	2554	2652	2669	2253	2219	2251	2356	2311	2276	2307	2229
Study Total		7275	39	6582	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356

Option 16 - Aldershot HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



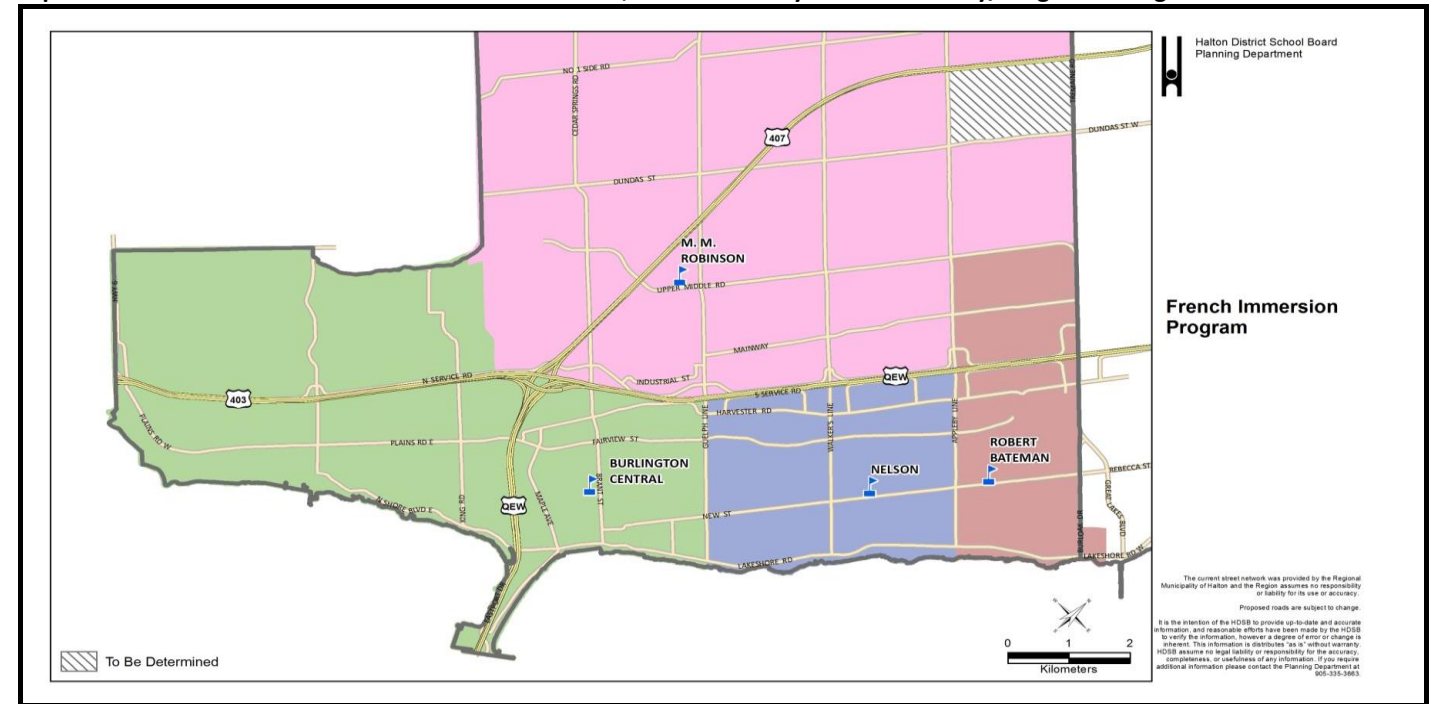
RATIONALE: To present the impacts of closing two high schools, Dr. Frank J. Hayden SS undergoes a boundary and program change.

ISSUES:
 Aldershot community loses its only high school.
 Nelson HS utilization is expected to decline below 64% by 2024.
 PAR will be required for the Aldershot Elementary PS and a potential PAR for Burlington Central Elementary PS
 LFI added to M.M. Robinson HS.
 FI is removed from Dr. Frank J. Hayden SS.
 FI is added to Robert Bateman HS.
 John William Boich PS area south of Upper Middle Rd to be redirected south of the QEW.

NOTES:
 Aldershot HS: **Closes in June 2018.**
 Burlington Central HS: Boundary expands west to include Aldershot.
 Burlington Central HS: Utilization is expected to be approximately 112% in 2020.
 Nelson HS: FI students east of Appleby Line to be redirected to Robert Bateman HS, creates two smaller programs.
 Nelson HS: Utilization is expected to be at 70% by 2020.
 Robert Bateman HS: To receive students from north of the QEW.
 Robert Bateman HS: Historic trends indicate students from north of the QEW may not opt to attend Robert Bateman HS.
 Robert Bateman HS: To have a FI program, creates two smaller programs.
 Robert Bateman HS: Utilization to increase to 77% by 2020.
 M.M. Robinson HS: Expands to include Lester B. Pearson HS, and west Aldershot area.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Closes 2018	ENG	558	0	558	344	344	370	0	0	0	0	0	0	0	0	
	FI				92	100	106	0	0	0	0	0	0	0	0	
	Total				436	444	476	0	0	0	0	0	0	0	0	0
	Available Pupil Places					122	114	82	558	558	558	558	558	558	558	
	Percent Utilization					78%	80%	85%	0%	0%	0%	0%	0%	0%	0%	0%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	830	823	799	758	746	742	755	744	
	FI				57	55	63	156	162	179	205	209	213	214	202	
	Total				595	567	570	986	985	978	963	955	955	969	946	
	Available / Shortage of Pupil Places					275	303	300	-116	-115	-108	-93	-85	-85	-99	-76
	Percent Utilization					68%	65%	66%	113%	113%	112%	111%	110%	110%	111%	109%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	866	849	823	796	741	735	704	709	
	FI				129	141	179	94	96	120	130	144	158	154	145	
	Total				998	992	1048	960	945	943	926	885	893	858	854	
	Available Pupil Places					343	349	293	381	396	398	415	456	448	483	487
	Percent Utilization					74%	74%	78%	72%	70%	70%	69%	66%	67%	64%	64%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	576	580	565	536	513	504	482	504	
	FI				0	0	0	123	147	176	188	207	221	214	201	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total				799	801	764	965	1000	1014	996	990	995	965	977	
	Available Pupil Places					524	522	559	358	323	309	327	333	328	358	346
	Percent Utilization					60%	61%	58%	73%	76%	77%	75%	75%	75%	73%	74%

Option 16 - Aldershot HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



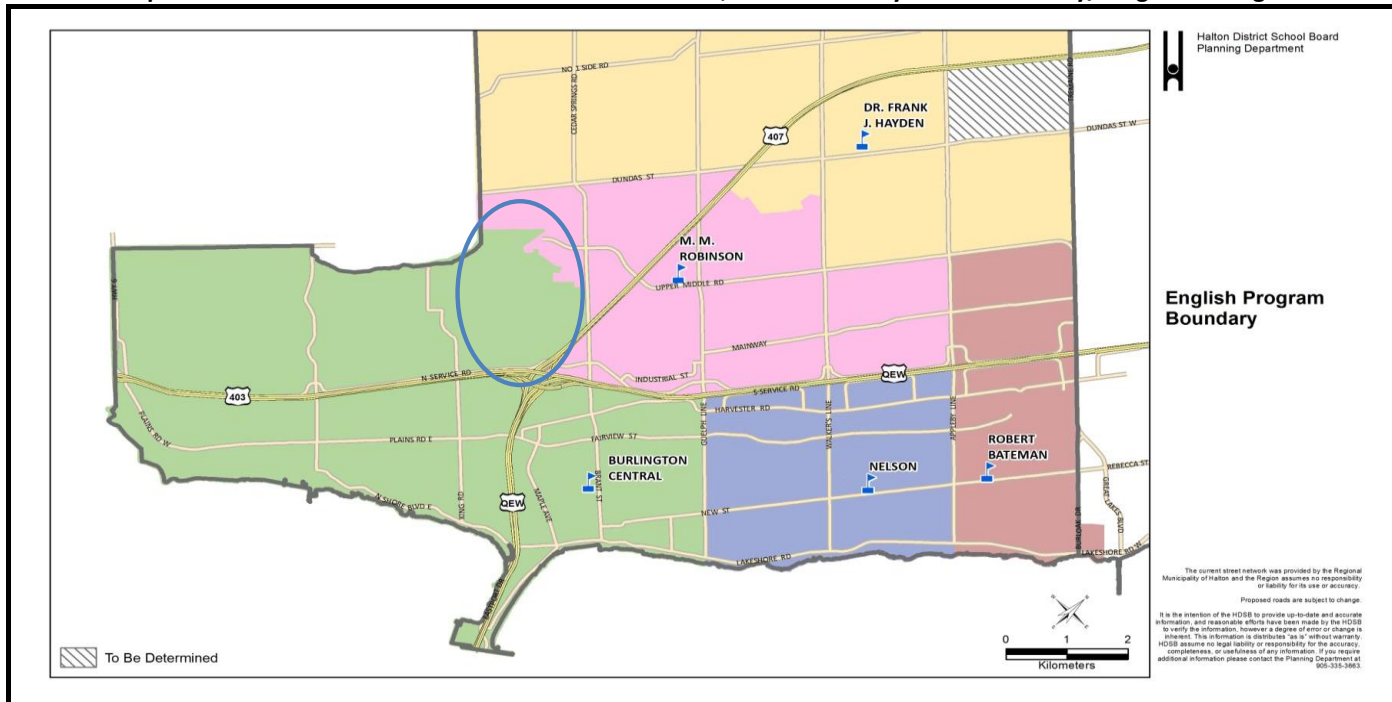
NOTES CON'T:
 M.M. Robinson HS: Expands to include Dr. Frank J. Hayden SS FI.
 M.M. Robinson HS: Late FI program to be added.
 M.M. Robinson HS: Utilization will be at 107% by 2020.
 Lester B Pearson HS: **Closes in June 2018.**
 Dr. Frank J. Hayden SS: English and FI students south of Upper Middle Rd to be redirected to Robert Bateman HS.
 Dr. Frank J. Hayden SS: FI students north of Upper Middle Rd to be redirected to M.M. Robinson HS.
 Dr. Frank J. Hayden SS: Utilization is expected to be at 109% capacity in 2020.

IMPACTS ON ELEMENTARY SCHOOLS
 Aldershot Elem PS: a split grade 8 cohort between Burlington Central HS and M.M. Robinson HS.
 Pineland FI PS: Split grade 8 FI cohort between Nelson HS and Robert Bateman HS
 John William Boich PS: Grade 8 cohorts to be directed to three schools; Dr. Frank J. Hayden SS, Robert Bateman HS and M.M. Robinson HS.
 Alexander's PS, Orchard Park PS, Charles Beaudoin PS: Split grade 8 cohort between Dr. Frank J. Hayden SS and M.M. Robinson HS.
 C.H. Norton PS to have a unified grade 8 cohort.
 Sir E. MacMillan PS to be directed to M.M. Robinson HS.

RESULTS:
 By 2020, there will be approximately 398 available pupil places (93% utilization) overall; south of QEW will have 599 available spaces (83% utilization) and north of the QEW will have a shortage of 201 spaces (108% utilization).
 Overall all a reduction of 1200 secondary spaces.
 Approximately 325 more students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	874	864	829	840	810	761	764	747	
	FI				110	119	97	448	482	526	563	574	586	560	543	
	LFI				0	0	0	60	59	57	58	57	54	54	53	
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30	
	Total				730	701	651	1412	1435	1442	1491	1471	1431	1408	1373	
	Available / Shortage of Pupil Places					617	646	696	-65	-88	-95	-144	-124	-84	-61	-26
Percent Utilization					54%	52%	48%	105%	107%	107%	111%	109%	106%	105%	102%	
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0	
	LFI				59	52	51	0	0	0	0	0	0	0		
	Total				416	397	395	0	0	0	0	0	0	0		
	Available Pupil Places					226	245	247	642	642	642	642	642	642	642	
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%		
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1299	1278	1300	1331	1291	1270	1279	1206	
	FI				200	242	273	0	0	0	0	0	0	0		
	Total				1408	1554	1623	1299	1278	1300	1331	1291	1270	1279	1206	
	Shortage of Pupil Places					-214	-360	-429	-105	-84	-106	-137	-97	-76	-85	-12
	Percent Utilization					118%	130%	136%	109%	107%	109%	111%	108%	106%	107%	101%
South of QEW Total		4092	21	4533	2828	2804	2858	2911	2930	2935	2885	2830	2843	2792	2777	
North of QEW Total		3183	38	3981	2554	2652	2669	2711	2713	2742	2822	2762	2701	2687	2579	
Study Total		7275	59	8514	5382	5456	5527	5622	5643	5677	5707	5592	5544	5479	5356	

Option 17 -Aldershot HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



RATIONALE: To present the impacts of closing two high schools, Dr. Frank J. Hayden SS undergoes a program and boundary change (a variation of scenario 16)

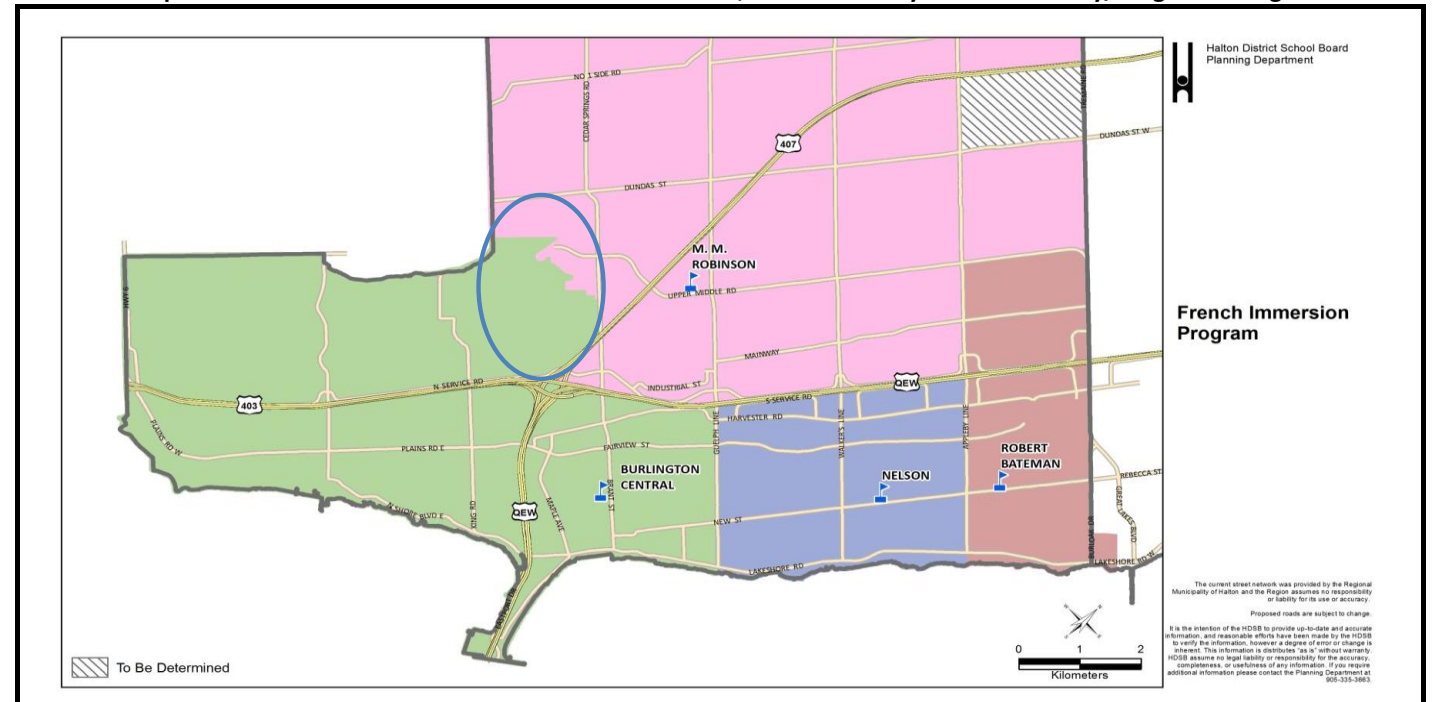
ISSUES:

- Aldershot community loses its only high school.
- Nelson HS utilization is expected to decline below 64% by 2024.
- Burlington Central HS exceeds total capacity in 2018.
- PAR will be required for the Aldershot and Burlington Central communities.
- LFI added to M.M. Robinson HS.
- FI is removed from Dr. Frank J. Hayden SS.
- FI is added to Robert Bateman HS.
- John William Boich PS area south of Upper Middle Rd to be redirected south of the QEW.

NOTES:

- Aldershot HS: Closes in June 2018.
- Burlington Central HS: Boundary expands west to include Aldershot.
- Burlington Central HS: Utilization is expected to be approximately 121% in 2020. Available space from the elementary facility.
- Nelson HS: FI students east of Appleby Line to be redirected to Robert Bateman HS, creates two smaller programs.
- Nelson HS: Utilization is expected to be at 70%, by 2020.
- Robert Bateman HS: To receive students from north of the QEW.

Option 17 -Aldershot HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



NOTES CON'T:

- Robert Bateman HS: To have a FI program, creates two smaller programs.
- Robert Bateman HS: Utilization to increase to 77%, by 2020.
- M.M. Robinson HS: Expands to include Lester B. Pearson HS and portions of Dr. Frank J. Hayden SS catchment. Utilization will be at 101%, by 2020.
- M.M. Robinson HS: Late FI added.
- Lester B Pearson HS: Closes in June 2018.
- Dr. Frank J. Hayden SS: English and FI students south of Upper Middle Road to be redirected to Robert Bateman HS.
- Dr. Frank J. Hayden SS: FI students north of Upper Middle Rd to be redirected to M.M. Robinson HS.
- Dr. Frank J. Hayden SS: Utilization is expected to be at 109% capacity in 2020.

IMPACTS ON ELEMENTARY SCHOOLS

- Pineland FI PS: Split FI cohort between Nelson HS and Robert Bateman HS.
- John William Boich PS: Grade 8 cohorts to be directed to three schools; Dr. Frank J. Hayden SS, Robert Bateman HS and M.M. Robinson HS.
- Alexander's PS, Orchard Park PS, Charles Beaudoin PS: split grade 8 cohort between Dr. Frank J. Hayden SS and M.M. Robinson HS.
- C.H. Norton PS to have a unified grade 8 cohort. Sir E. MacMillan PS to be directed to M.M. Robinson HS.

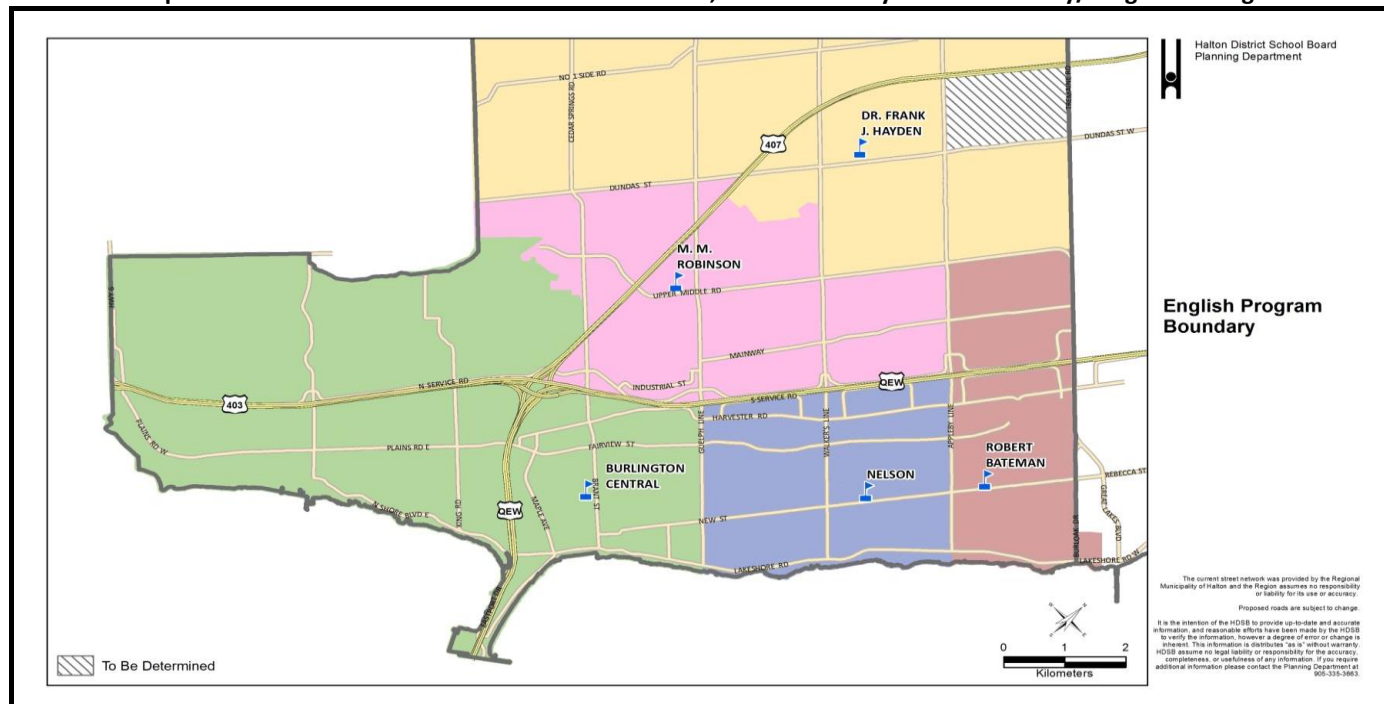
RESULTS:

By 2020, there will be approximately 398 available pupil places (93% utilization) overall; south of QEW to have 521 available spaces (85% utilization) and north of the QEW will have a shortage of 123 spaces (105% utilization). Overall all a reduction of 1200 secondary spaces. Approximately 350 more students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
					2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Closes 2018	ENG	558	0	558	344	344	370	0	0	0	0	0	0	0	0	
	FI				92	100	106	0	0	0	0	0	0	0		
	Total				436	444	476	0	0	0	0	0	0	0	0	
	Available Pupil Places					122	114	82	558	558	558	558	558	558	558	
	Percent Utilization					78%	80%	85%	0%	0%	0%	0%	0%	0%	0%	0%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	874	870	849	804	787	781	793	781	
	FI				57	55	63	182	191	207	233	239	244	243	228	
	Total				595	567	570	1056	1061	1056	1037	1026	1025	1036	1009	
	Available / Shortage of Pupil Places					275	303	300	-186	-191	-186	-167	-156	-155	-166	-139
	Percent Utilization					68%	65%	66%	121%	122%	121%	119%	118%	118%	119%	116%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	866	849	823	796	741	735	704	709	
	FI				129	141	179	94	96	120	130	144	158	154	145	
	Total				998	992	1048	960	945	943	926	885	893	858	854	
	Available Pupil Places					343	349	293	381	396	398	415	456	448	483	487
	Percent Utilization					74%	74%	78%	72%	70%	70%	69%	66%	67%	64%	64%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	576	580	565	536	513	504	482	504	
	FI				0	0	0	123	147	176	188	207	221	214	201	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total	799	801	764	965	1000	1014	996	990	995	965	977				
	Available Pupil Places					524	522	559	358	323	309	327	333	328	358	346
	Percent Utilization					60%	61%	58%	73%	76%	77%	75%	75%	75%	73%	74%

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
					2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	830	817	779	794	767	720	724	710	
	FI				110	119	97	422	454	498	536	546	557	533	517	
	LFI				0	0	0	60	59	57	57	57	54	54	53	
	SC-SPED				27	30	30	30	30	30	30	30	30	30		
	Total				730	701	651	1342	1360	1364	1417	1400	1361	1341	1310	
	Available / Shortage of Pupil Places					617	646	696	5	-13	-17	-70	-53	-14	6	37
Percent Utilization					54%	52%	48%	100%	101%	101%	105%	104%	101%	100%	97%	
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0	
	LFI				59	52	51	0	0	0	0	0	0	0		
	Total				416	397	395	0	0	0	0	0	0	0		
	Available Pupil Places					226	245	247	642	642	642	642	642	642	642	
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%		
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1299	1278	1300	1331	1291	1270	1279	1206	
	FI				200	242	273	0	0	0	0	0	0	0		
	Total				1408	1554	1623	1299	1278	1300	1331	1291	1270	1279	1206	
	Shortage of Pupil Places					-214	-360	-429	-105	-84	-106	-137	-97	-76	-85	-12
	Percent Utilization					118%	130%	136%	109%	107%	109%	111%	108%	106%	107%	101%
South of QEW Total		4092	21	4533	2828	2804	2858	2981	3006	3013	2959	2901	2913	2859	2840	
North of QEW Total		3183	38	3981	2554	2652	2669	2641	2638	2664	2748	2691	2631	2620	2516	
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356	

Option 18 - Aldershot & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



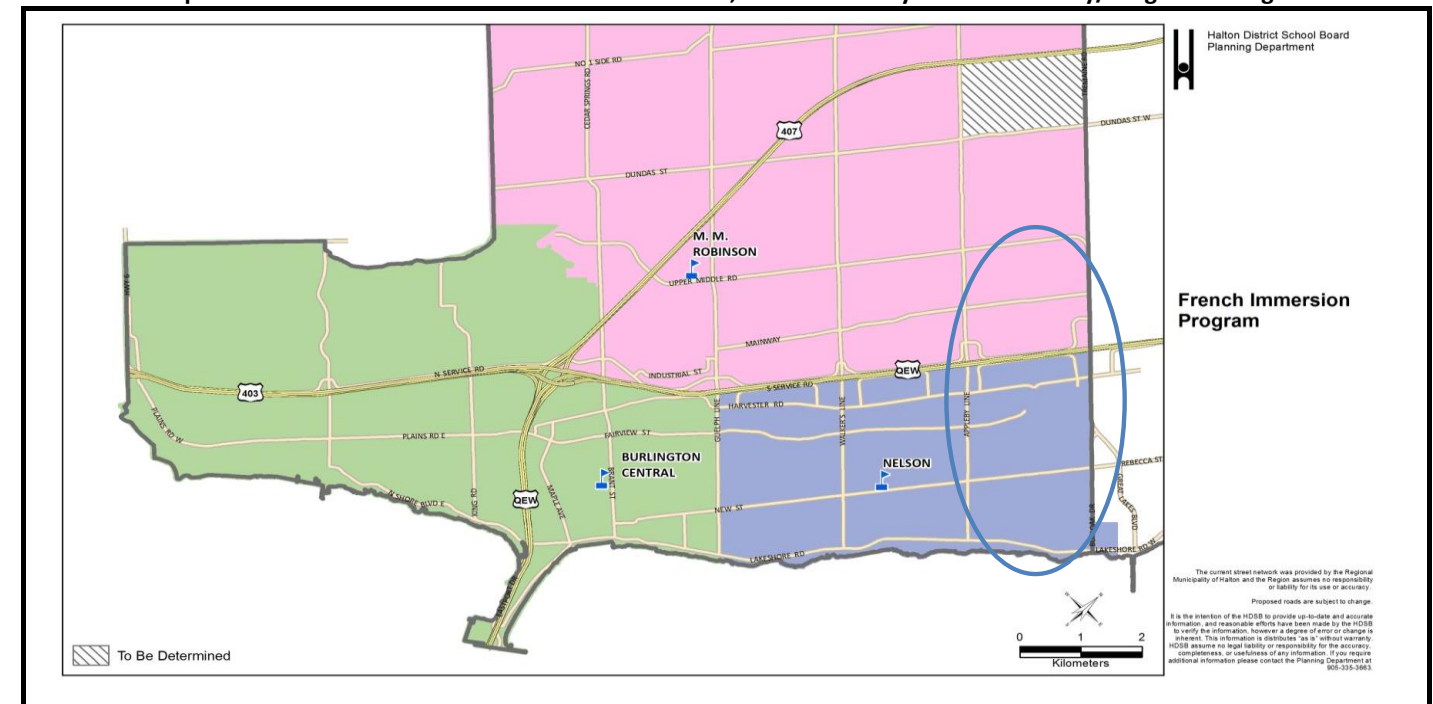
RATIONALE: To present the impacts of closing two high schools, and creating 3 FI centres. Dr. Frank J. Hayden SS undergoes a program and boundary change (a variation of scenario 16)

- ISSUES:**
- Aldershot community loses its only high school.
 - Burlington Central HS exceeds total capacity in 2018.
 - PAR will be required for the Aldershot community, and Burlington Central community.
 - LFI added to M.M. Robinson HS.
 - FI is removed from Dr. Frank J. Hayden SS.
 - John William Boich PS area south of Upper Middle Rd to be redirected south of the QEW for English.
 - Robert Bateman HS remain under 65% capacity.

- NOTES:**
- Aldershot HS: Closes in June 2018.
 - Burlington Central HS: Boundary expands west to include Aldershot HS catchment.
 - Burlington Central HS: Utilization is expected to be approximately 121% in 2020. Available space from the elementary facility.
 - Nelson HS: Utilization is expected to be at 82%, by 2020.
 - Robert Bateman HS: To receive English students from north of the QEW.
 - Robert Bateman HS: Historic trends indicate students from north of the QEW may not opt to attend Robert Bateman HS.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aldershot HS Closes 2018	ENG	558	0	558	344	344	370	0	0	0	0	0	0	0	0
	FI				92	100	106	0	0	0	0	0	0	0	
	Total				436	444	476	0	0	0	0	0	0	0	0
	Available Pupil Places					122	114	82	558	558	558	558	558	558	558
Percent Utilization					78%	80%	85%	0%	0%	0%	0%	0%	0%	0%	0%
Burlington Central HS Grades 9-12	ENG	870	6	996	538	512	507	874	870	849	804	787	781	794	781
	FI				57	55	63	182	191	207	233	239	244	243	228
	Total				595	567	570	1056	1061	1056	1037	1026	1025	1037	1009
	Available / Shortage Pupil Places					275	303	300	-186	-191	-186	-167	-156	-155	-167
Percent Utilization					68%	65%	66%	121%	122%	121%	119%	118%	118%	119%	116%
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	866	849	823	796	741	735	704	709
	FI				129	141	179	202	225	274	296	328	358	347	327
	Total				998	992	1048	1068	1074	1097	1092	1069	1093	1051	1036
	Available Pupil Places					343	349	293	273	267	244	249	272	248	290
Percent Utilization					74%	74%	78%	80%	80%	82%	81%	80%	82%	78%	77%
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	576	579	566	536	513	503	478	498
	FI				0	0	0	0	0	0	0	0	0	0	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272
	Total	799	801	764	842	852	839	808	783	773	747	770			
Available Pupil Places					524	522	559	481	471	484	515	540	550	576	553
Percent Utilization					60%	61%	58%	64%	64%	63%	61%	59%	58%	56%	58%

Option 18 - Aldershot & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



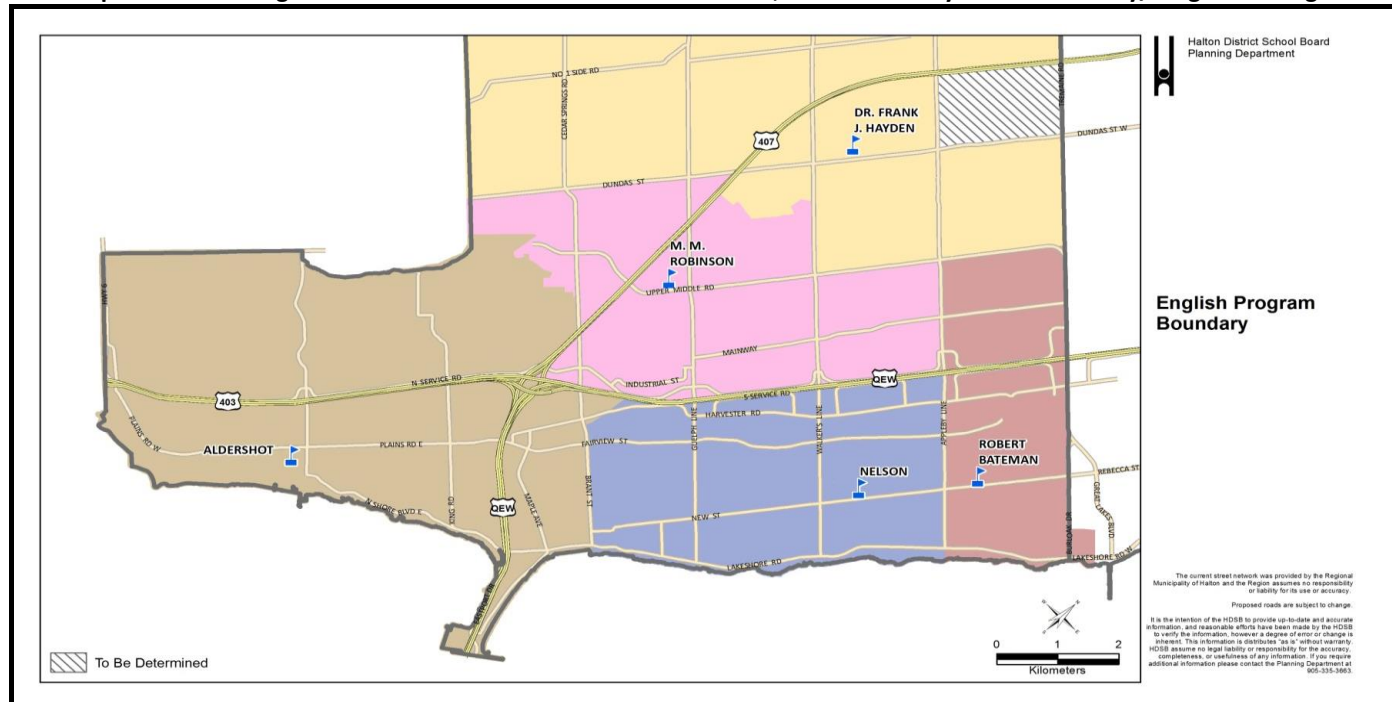
- NOTES CON'T:**
- M.M. Robinson HS: Expands to include Lester B. Pearson HS.
 - M.M. Robinson HS: Expands to include Dr. Frank J. Hayden SS FI students.
 - M.M. Robinson HS: Late FI program added.
 - M.M. Robinson HS: Utilization will be at 103% by 2020.
 - Lester B Pearson HS: Closes in June 2018.
 - Dr. Frank J. Hayden SS: English students south of Upper Middle Rd to be redirected to Robert Bateman HS.
 - Dr. Frank J. Hayden SS: FI students to be redirected to M.M. Robinson HS.
 - Dr. Frank J. Hayden SS: Utilization is expected to be at 109% capacity in 2020.

- IMPACTS ON ELEMENTARY SCHOOLS**
- John William Boich PS: Grade 8 cohorts to be directed to three schools; Dr Frank J Hayden SS , Robert Bateman HS and M.M. Robinson HS
 - Alexander's PS, Orchard Park PS , Charles Beaudoin PS: split grade 8 cohort between Dr. Frank J. Hayden SS and M.M. Robinson HS.
 - Sir E. MacMillan PS to be directed to M.M. Robinson HS. C.H. Norton PS to have a unified grade 8 cohort.

- RESULTS:**
- By 2020, there will be approximately 398 available pupil places (93% utilization) overall; south of QEW 543 to have available spaces (85% utilization) and north of the QEW will have a shortage of 145 spaces (106% utilization).
 - Overall all a reduction of 1200 secondary spaces.
 - Approximately 425 more students eligible for transportation.

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	832	816	779	794	767	720	724	711
	FI				110	119	97	436	475	520	558	570	580	555	539
	LFI				0	0	0	60	59	57	58	57	54	54	53
	SC-SPED	27	30	30	30	30	30	30	30	30	30	30	30		
Total	730	701	651	1358	1380	1386	1440	1424	1384	1363	1333				
Available / Shortage of Pupil Places					617	646	696	-11	-33	-39	-93	-77	-37	-16	14
Percent Utilization					54%	52%	48%	101%	102%	103%	107%	106%	103%	101%	99%
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0	0	
	Total				416	397	395	0	0	0	0	0	0	0	
	Available Pupil Places					226	245	247	642	642	642	642	642	642	642
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1298	1277	1299	1330	1290	1269	1281	1208
	FI				200	242	273	0	0	0	0	0	0	0	
	Total				1408	1554	1623	1298	1277	1299	1330	1290	1269	1281	1208
	Available / Shortage of Pupil Places					-214	-360	-429	-104	-83	-105	-136	-96	-75	-87
Percent Utilization					118%	130%	136%	109%	107%	109%	111%	108%	106%	107%	101%
South of QEW Total		4092	21	4533	2828	2804	2858	2966	2987	2992	2937	2878	2891	2835	2815
North of QEW Total		3183	38	3981	2554	2652	2669	2656	2657	2685	2770	2714	2653	2644	2541
Study Total		7275	27	4431	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356

Option 19 - Burlington Central HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



RATIONALE: To present the impacts of closing two high schools, Dr. Frank J. Hayden SS undergoes a program and boundary change.

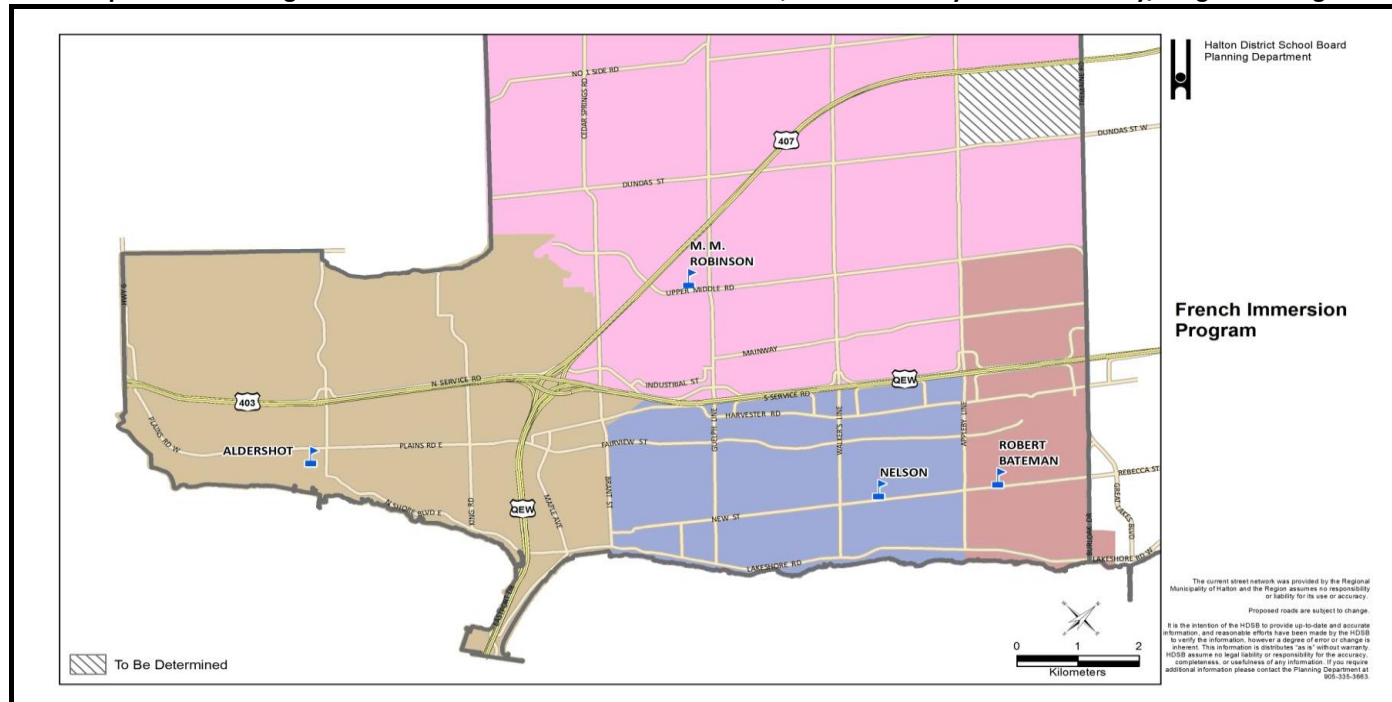
ISSUES:

- Aldershot HS exceeds Total Capacity by 2018. Space available from the elementary facility.
- LFI program added to M.M. Robinson HS.
- FI program added to Robert Bateman HS.
- PAR will be require for the Aldershot and Burlington Central communities
- John William Boich PS community south of Upper Middle Rd will be directed south of the QEW.

NOTES:

- Aldershot HS: Boundary to expand east to Brant St.
- Aldershot HS: Utilization increases to 149% by 2020.
- Burlington Central HS: Closes in June 2018.
- Nelson HS: Boundary is to be expanded west to Brant Street.
- Nelson HS: FI boundary to divide at Appleby Line.
- Nelson HS: Enrolments expected to decline to 87%, by 2020.
- Robert Bateman HS: FI program added. To include students east of Appleby Line and south of Upper Middle Rd.
- Robert Bateman HS: Utilization is expected to increase to 77% by 2020.
- Robert Bateman HS: To receive students from North of the QEW.
- M.M. Robinson HS: ENG boundary to expand to include Dr. Lester B. Pearson HS.
- M.M. Robinson HS: FI boundary to expand to include Dr. Frank J. Hayden SS. (excludes the area south of Upper Middle Rd and east of Appleby Line)
- M.M. Robinson HS: LFI program to be added.

Option 19 - Burlington Central HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



NOTES CONT:

- Lester B. Pearson HS: Closes in June 2018.
- Dr. Frank J. Hayden SS: Becomes an English-only school.
- Dr. Frank J. Hayden SS: English boundary to shift north of Upper Middle Rd.

IMPACTS ON ELEMENTARY SCHOOLS

- Burlington Central Elem PS: Split grade 8 cohort between Aldershot HS and Nelson HS.
- Pineland PS FI: Split grade 8 cohort between Nelson HS and Robert Bateman HS.
- John W. Boich PS: Split grade 8 cohort among Dr. Frank J. Hayden SS, M.M. Robinson HS and Robert Bateman HS.
- C.H. Norton PS: Unified cohort.
- Sir E. MacMillan PS to be directed to M.M. Robinson HS.

RESULTS

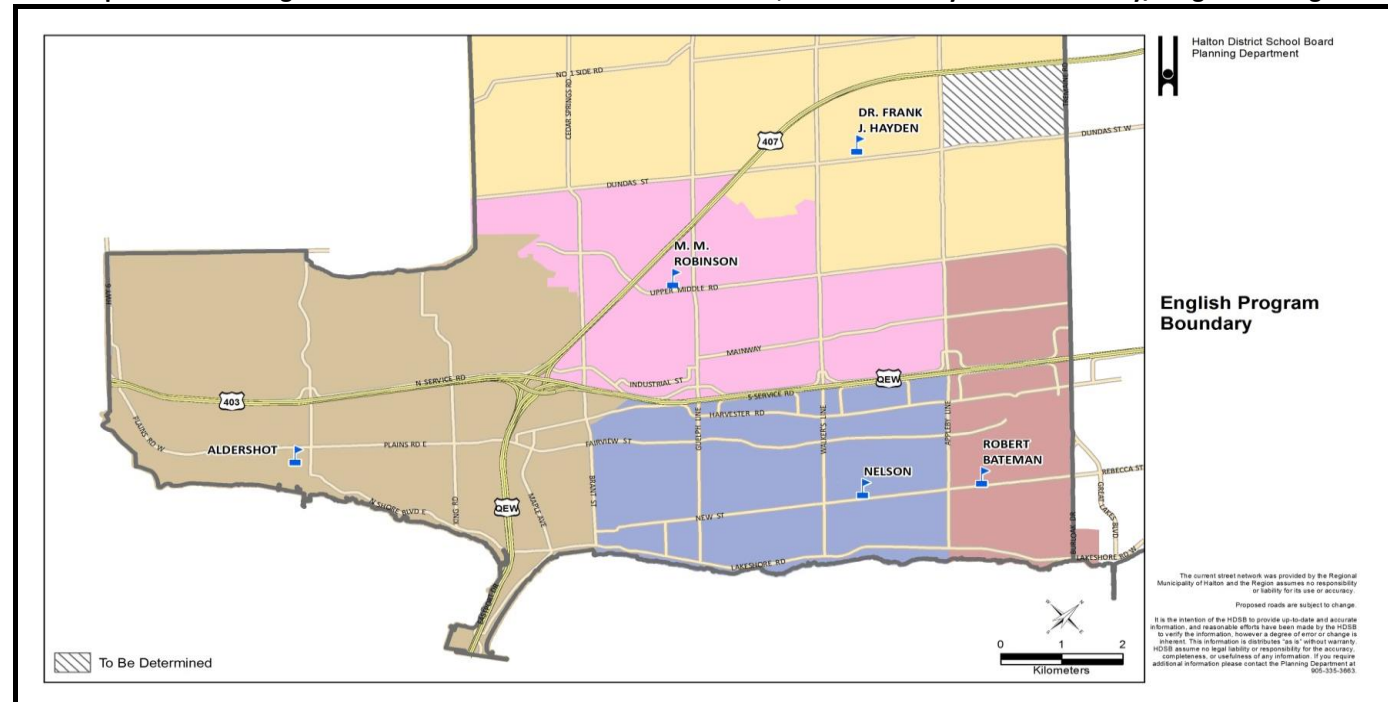
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	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
Aldershot HS Grades 9-12	ENG	558	0	558	344	344	370	662	688	671	632	619	611	615	608	
	FI				92	100	106	145	153	163	180	182	187	185	176	
	Total				436	444	476	807	841	834	812	801	798	800	784	
	Available / Shortage of Pupil Places					122	114	82	-249	-283	-276	-254	-243	-240	-242	-226
	Percent Utilization					78%	80%	85%	145%	151%	149%	146%	144%	143%	143%	141%
Burlington Central HS Closes 2018	ENG	870	6	996	538	512	507	0	0	0	0	0	0	0	0	
	FI				57	55	63	0	0	0	0	0	0	0	0	
	Total				595	567	570	0	0	0	0	0	0	0	0	
	Available Pupil Places					275	303	300	870	870	870	870	870	870	870	
Percent Utilization					68%	65%	66%	0%	0%	0%	0%	0%	0%	0%	0%	
Nelson HS Grades 9-12, Secondary Gifted Placement	ENG	1341	12	1593	869	851	869	1078	1030	1001	966	910	904	883	881	
	FI				129	141	179	131	133	164	185	200	216	211	198	
	Total				998	992	1048	1209	1163	1165	1151	1110	1120	1094	1079	
	Available Pupil Places					343	349	293	132	178	176	190	231	221	247	262
Percent Utilization					74%	74%	78%	90%	87%	87%	86%	83%	84%	82%	80%	
Robert Bateman HS Grades 9-12, International Baccalaureate Program	ENG	1323	3	1386	567	538	498	576	580	565	536	513	504	482	504	
	FI				0	0	0	123	149	176	188	207	221	214	201	
	SC-SPED				232	263	266	266	273	273	272	270	270	269	272	
	Total				799	801	764	965	1002	1014	996	990	995	965	977	
	Available Pupil Places					524	522	559	358	321	309	327	333	328	358	346
Percent Utilization					60%	61%	58%	73%	76%	77%	75%	75%	75%	73%	74%	

	Program	OTG	Port	Total	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M.M. Robinson HS Grades 9-12	ENG	1347	12	1599	593	552	524	830	817	779	794	767	720	724	710
	FI				110	119	97	422	454	498	536	546	557	533	517
	LFI				0	0	0	60	59	57	57	57	54	54	53
	SC-SPED				27	30	30	30	30	30	30	30	30	30	30
	Total	730	701	651	1342	1360	1364	1417	1400	1361	1341	1310			
Available / Shortage of Pupil Places					617	646	696	5	-13	-17	-70	-53	-14	6	37
Percent Utilization					54%	52%	48%	100%	101%	101%	105%	104%	101%	100%	97%
Lester B. Pearson HS Closes 2018	ENG	642	14	936	357	345	344	0	0	0	0	0	0	0	0
	LFI				59	52	51	0	0	0	0	0	0	0	
	Total				416	397	395	0	0	0	0	0	0	0	
	Available Pupil Places					226	245	247	642	642	642	642	642	642	642
Percent Utilization					65%	62%	62%	0%	0%	0%	0%	0%	0%	0%	
Dr. Frank J. Hayden SS Grades 9-12	ENG	1194	12	1446	1208	1312	1350	1299	1278	1300	1331	1291	1270	1279	1206
	FI				200	242	273	0	0	0	0	0	0	0	
	Total				1408	1554	1623	1299	1278	1300	1331	1291	1270	1279	1206
	Available Pupil Places					-214	-360	-429	-105	-84	-106	-137	-97	-76	-85
Percent Utilization					118%	130%	136%	109%	107%	109%	111%	108%	106%	107%	101%
South of QEW Total		4092	21	4533	2828	2804	2858	2981	3006	3013	2959	2901	2913	2859	2840
North of QEW Total		3183	38	3981	2554	2652	2669	2641	2638	2664	2748	2691	2631	2620	2516
Study Total		7275	59	8514	5382	5456	5527	5622	5644	5677	5707	5592	5544	5479	5356

APPENDIX 6

Option 19 - Burlington Central HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



RATIONALE: To present the impacts of closing two high schools, Dr. Frank J. Hayden SS undergoes a program and boundary change.

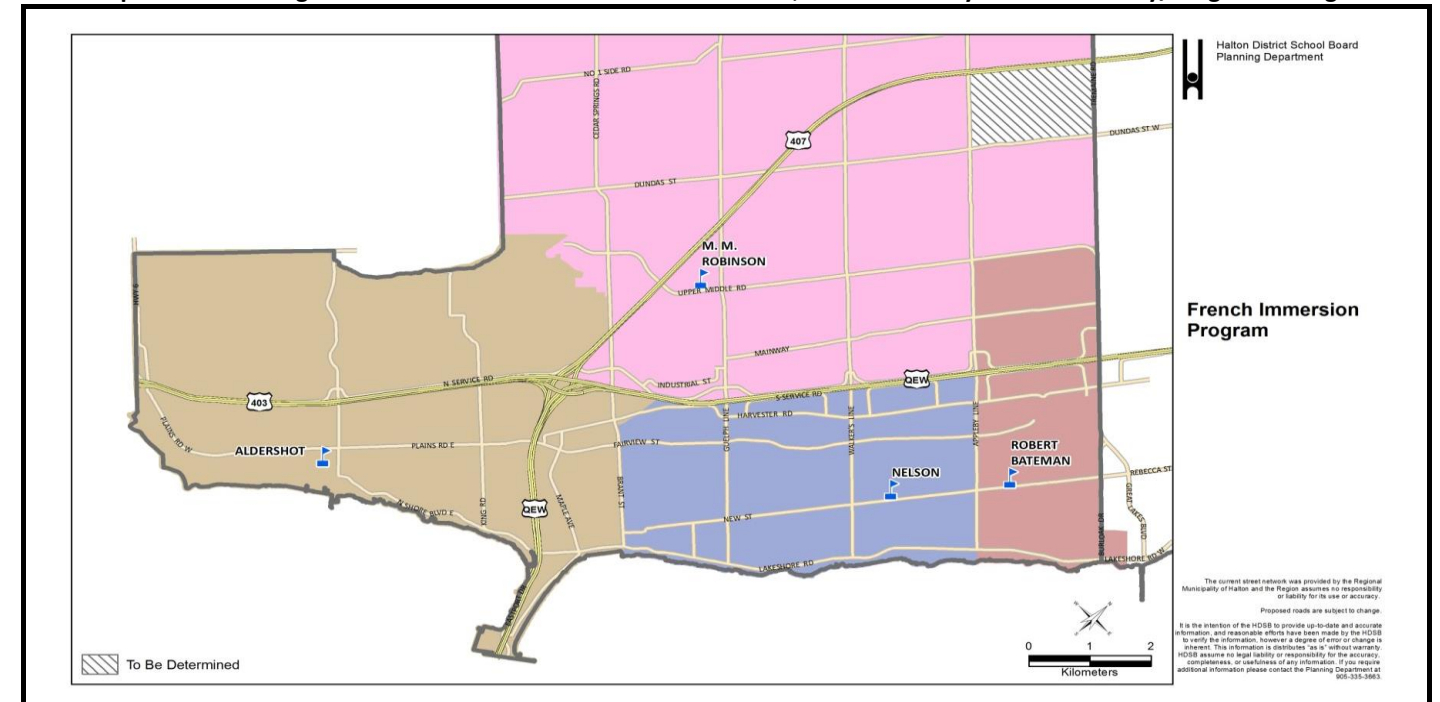
ISSUES:

- Aldershot HS exceeds Total Capacity by 2018. Space available from the elementary facility.
- LFI program added to M.M. Robinson HS.
- FI program added to Robert Bateman HS.
- PAR will be required for the Aldershot and Burlington Central communities
- John William Boich PS community south of Upper Middle Rd will be directed south of the QEW.

NOTES:

- Aldershot HS: Boundary to expand east to Brant St.
- Aldershot HS: Utilization increases to 149% by 2020.
- Burlington Central HS: Closes in June 2018.
- Nelson HS: Boundary is to be expanded west to Brant Street.
- Nelson HS: FI boundary to divide at Appleby Line.
- Nelson HS: Enrolments expected to decline to 87%, by 2020.
- Robert Bateman HS: FI program added. To include students east of Appleby Line and south of Upper Middle Rd.
- Robert Bateman HS: Utilization is expected to increase to 77% by 2020.
- Robert Bateman HS: To receive students from North of the QEW.
- M.M. Robinson HS: ENG boundary to expand to include Dr. Lester B. Pearson HS.
- M.M. Robinson HS: FI boundary to expand to include Dr. Frank J. Hayden SS.
- M.M. Robinson HS: LFI program to be added.

Option 19 - Burlington Central HS & Lester B. Pearson HS Closes, Dr. Frank J. Hayden SS Boundary/Program Change



NOTES CON'T:

- Lester B. Pearson HS: Closes in June 2018.
- Dr. Frank J. Hayden SS: Becomes an English-only school.
- Dr. Frank J. Hayden SS: English boundary to shift north of Upper Middle Rd. Become an English only school.

IMPACTS ON ELEMENTARY SCHOOLS

- Burlington Central Elem PS: Split grade 8 cohort between Aldershot HS and Nelson HS.
- Pineland PS FI: Split grade 8 cohort between Nelson HS and Robert Bateman HS.
- John W. Boich PS: Split grade 8 cohort among Dr. Frank J. Hayden SS, M.M. Robinson HS and Robert Bateman HS.
- C.H. Norton PS: Unified cohort.
- Sir E. MacMillan PS to be directed to M.M. Robinson HS.

RESULTS

By 2020, there will be approximately 86 available pupil places overall; south of the QEW to have 209 available spaces and north of the QEW to have a shortage of 123 pupil places. Overall a reduction of 1512 secondary pupil places. Approximately 575 more students eligible for transportation.

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DRAFT

Appendix 7 - Program and Accommodation Review Consultation Plan

Date*	Action
October 5, 2016	Director's Preliminary Report To Board of Trustees For Information
October 19, 2016	Director's Preliminary Report to Board of Trustees For Decision
December 1, 2016	PARC Establish and Orientation Session
December 8, 2016	Public Meeting #1
January 26, 2017	PARC Working Meeting #1
February 2, 2017	PARC Working Meeting #2
February 9, 2017	PARC Working Meeting #3
February 16 & 23, 2017	Additional PARC Working Meeting(s) (as required)
March 2, 2017	Public Meeting #2
March 23, 2017	PARC Working Meeting #4
March 29, 2017	Director's Report with compiled feedback to Committee of the Whole
April 18, 2017	Public Delegation Night
May 3, 2017	Report to Board of Trustees for Information
May 17, 2017	Report to Board of Trustees for Decision

- Meeting times and locations to be established and posted on the website www.hdsb.ca. Dates may change based on inclement weather or extenuating circumstances.

**SMALL VERSUS LARGE
SECONDARY SCHOOLS:
a comparison**

**PRESENTATION TO COMMITTEE OF
THE WHOLE
SEPT 28, 2016**

Introduction

- Halton secondary schools currently range in size from 390 - 1986 students
- factors related to size impact students and staff in both small and large schools
- Ponder: Is there such a thing as too small? Or too big?



Introduction

- There is no Ministry or Board definition for small or large schools
- For our purposes, small = enrolment < 600
- Large schools = enrollment >1000
- Data from HDSB schools were used to consider the following areas:

Course Variety	Early Leavers
Scheduling/Conflicts	Graduation Rates
Shared Students	Teacher Specialization
E-learning/On-line courses	Extra Curricular Participation
Service Areas	Other Factors

Lens to use:

**Quality
Programming**

**Financial
Responsibility**

Equity

**Student
Achievement**

Average Secondary School Size in HDSB By Region

Region	Average Secondary School Size
Halton Hills (T=2)	1015
Oakville (T=6)	1350
Milton (T=2)	1267
Burlington (T=7)	781

Course Variety

- Students require 18 compulsory & 12 optional credits to graduate.
- Grade 9 program does not vary substantially across all schools within our system.
- A variety of course types/pathways support different learner profiles, interests and post secondary pathways
- There is more variety of courses in grades 10 – 12

PHYSICS **ECONOMICS**
MUSIC **MANUFACTURING** **DRAMA** **LAW**
NATIVE STUDIES **HOSPITALITY** **COMM TECH**

Course Variety

- Larger schools are able to offer a larger variety of courses , course types and pathways
- Small schools offer between 100 – 120 courses
- Larger schools typically offer 135+ courses
- Variety means more optional area courses e.g. Technology, Arts, Social Science and Humanities, SHSMs, etc...

STORY: One HDSB school offers Drama Performance, Drama Production, Dance, Digital Photography, Business Leadership, World Cultures and Communities, Geomatics, Philosophy, Spanish, Landscape Architecture, Hair Styling, Autobody + much more

Scheduling and Timetable Conflicts

- A timetable conflict occurs when a student's schedule is built and they are unable to get all of the courses they requested
- This occurs when two courses a student requests are only available in the same semester and period
- This occurs often where a student selects two courses that each have only one class assigned (single section courses) and both are scheduled in the same period same semester

Approx. 40% of students in small schools experience one or more conflicts vs ~20% in larger schools

Scheduling and Timetable Conflicts

- Example:

Small school, common lunch, grade 10 cohort of 100 students, 4 classes of 25 students run in each period. For compulsory courses there is likely only 1 Applied course section for each of Science, History, English and Math. All grade 10 students take Civics/Careers. Assume about 8 optional area courses to choose from (Art, Music, Drama, Auto, Construction, Business, PhysEd, French)

Scheduling and Timetable Conflicts

Per	Semester 1	Semester 2
1	Applied English	Applied History
2	Applied Science	Applied Math
3	Lunch	Lunch
4	X	Civics/Careers
5	X	X

STORY:
Single Section
Courses

- After the compulsory courses (Applied English, Science, History and Math) have been scheduled, only 4 periods available to schedule the 8 optional area courses and Civics/Careers → “Conflicts”

Scheduling and Timetable Conflicts

- Classes are more likely to be cancelled in small schools due to insufficient enrolment

STORY: Grade
11 Workplace
Mathematics

STORY: Grade
12 University
Biology

“Shared” Students

- A student is a shared student when they are registered in more than one school ie: they are shared between two schools



- Students will register for courses at another school when a course they require is not available in their home school
- Students in small schools are three times as likely to be a “shared” student than students in large schools (12% in small schools vs 4% in large schools)

“Shared” Students

- Implications:
 - Travel between schools and travel to/from home
 - Scheduling challenges between shared schools
 - E-Learning may be only option because of flexibility but may not be a student’s preference
 - Can interfere with ability to participate in extra curriculars

STORY:

Jazmin wants to be a nurse, she needs 2 of 3 grade 12 Sciences. She also needs Kinesiology which conflicts with her French. She takes a bus every afternoon to another high school. Because this can only occur in the afternoon, she is unable to play her desired sport.

On-line Courses

- E-learning is a valuable alternative available in all schools
- Many students choose on-line courses because it suits their learning style and interests
- Students sometimes choose on-line courses because the course they are choosing is not available in their home school
- Students in small schools are much more likely to take an on-line course (25-30%) as in a large school (8 – 12%)



STORY: On-line use by various schools

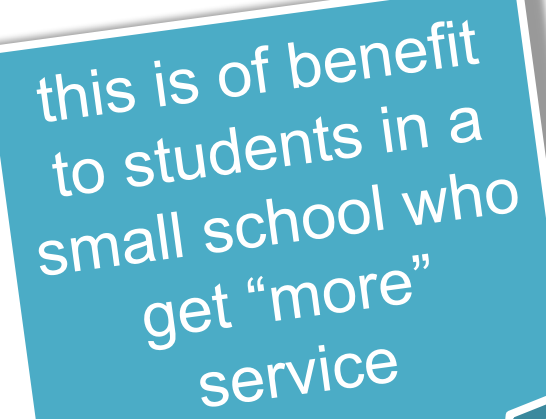
Service Areas

- Service areas are non classroom areas e.g. Guidance, Special Education and Library
- Staffing is provided to schools to ensure that these areas are kept “open” and available to students over several periods a day
- Most schools will try to have their Special Education Resource Room, The Guidance Office and the Library open and available to students all periods of the day

Service Areas

On a per pupil basis,

- Special Education Staffing in small schools is 1.4 times richer than in larger schools
- Guidance staffing in smaller schools is 1.4 times richer than in larger schools
- Library staffing in smaller schools is 2.3 times richer than in larger schools



this is of benefit
to students in a
small school who
get “more”
service

Service Areas

- There are definite efficiencies of scale in larger schools
- Staffing our 3 smallest schools at a lower ratio is requiring a minimum of 8 additional sections per school above the staffing ratio of larger schools with enrollments of 1000 - 1200. This comes at an average cost to the Board of \$120,000 per small school

Early Leavers

- A student is considered an early leaver when they leave a school prior to graduation and do not register in another school (inside or outside our Board)
- The numbers of Early Leaver across the board is gradually declining each year
- In 2014/15, there were three times the number of early leavers in our small schools compared to our large schools

STORY:
Why students leave early...

Graduation Rates



- Larger percentage of early leavers in small schools will contribute to decreased graduation rates
- Also, more students on a per capita basis stay for a 5th year in smaller schools
- This may be attributed to not being able to “fit” their desired courses in their first 4 years of school
- Results in a significantly lower graduation rate after 4 years in small schools (average = 82.5% vs 87% in larger schools)

Teacher Subject Specialization

- greater specialization in larger schools for senior courses
- Less specialization in a smaller schools



Extra Curricular Participation

- Larger schools may offer a greater number and more variety of activities because they have more staff with the interest and skill – more opportunities for students
- Smaller schools have fewer extra-curricular activities, but students may be more likely to be able to make school teams because of the smaller student numbers

Extra Curricular Participation

Stories:



Other Factors

- Teacher preps: increase substantially in small schools
- Staff collaboration opportunities: may be reduced in smaller schools
 - ie., Music teacher = Physics teacher
- Relationships: may be stronger in smaller schools as staff and students may know each better
- Cohort Effects – in smaller schools, students are in many classes with the same group of students