

Regular Board Meeting

Tuesday, March 28, 2017

Education Centre

St. Catharines

6:15 - 7:00 p.m. [Private Session]

7:00 - 10:00 p.m. [Public Session]

AGENDA

A. COMMENCEMENT OF THE MEETING OF THE BOARD

1. Acknowledgement of Traditional Territory
2. Call to Order and Noting of Members Absent
3. Declaration of Conflict of Interest

B. COMMITTEE OF THE WHOLE

1. Motion to Move to Committee of the Whole (Private Session)
2. Motion to Return to Open Board (Public Meeting)

C. SINGING OF 'O CANADA'

Lakeview Public School choir will perform 'O Canada' via video

D. REFLECTIVE READING

By Trustee Cheryl Keddy Scott

E. BUSINESS OF THE BOARD

1. Adoption of the Agenda

Recommended Motion:

“That the Agenda be adopted.”

2. Approval of Board Minutes

Pages 8-23

Recommended Motion:

“That the Minutes of the Regular Meeting of the District School Board of Niagara dated February 28, 2017 be confirmed as submitted.”

3. Business Arising from the Minutes

4. Ratification of Business Conducted in Committee of the Whole

Recommended Motion:

“That the business transacted in Committee of the Whole be now ratified by the Board.”

F. EDUCATIONAL SHOWCASING OR PRESENTATIONS

1. Director’s Report and Recognition

W Hoshizaki
Pages 24-27

Update from Provincial, Regional and Local Perspective

- a) Director’s Recognition – Elliot Crawford, Student, Stamford Collegiate S.S.
- b) Director’s Recognition – Aubrey Foley, Volunteer, Port Colborne H.S.
- c) Director’s Update to Trustees

2. Educational Showcases

- a) Fair Trade School Designation, McKay Public School W Hahn
- b) *Sisters in Spirit*, Welland Centennial Secondary School P MacKinnon

G. STUDENT ACHIEVEMENT REPORT

1. **Board Improvement Plan for Student Achievement (BIPSA) 2016/17 Mid-Year Update Report** H McGregor/J Roberto
Pages 28-31

Recommended Motion:

“That the Board Improvement Plan for Student Achievement (BIPSA) 2016/17 Mid-Year Update Report be received.”

H. DELEGATIONS

I. BOARD RECESS (Optional)

J. OLD BUSINESS

1. **ACCOUNTS**

S Veld
Page 32

Recommended Motion:

“That the Summary of Accounts paid in Batch Numbers 1870 to 1884, for the month of February 2017 totalling \$20,986,004.63 be received.”

2. **REPORT OF THE PROGRAMMING AND PLANNING COMMITTEE**

D Schaubel
Pages 33-38

Recommended Motion:

“That the report of the Program and Planning Committee dated March 7, 2017 be received; and

That the Outdoor Education Update be received; and

That the current delivery model of Design and Technology be redesigned to be delivered at the elementary schools and incorporated into the elementary curriculum and throughout Grades 1 - 8.”

3. REPORT OF THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE

L Campbell
Pages 39-44

Recommended Motion:

“That the report of the Supervised Alternative Learning Committee dated March 8, 2017 be received.”

4. REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

D Robinson / J Ajandi
Pages 45-58

Recommended Motion:

“That the report of the Special Education Advisory Committee dated March 9, 2017 be received.”

5. REPORT OF THE POLICY COMMITTEE

C Keddy Scott
Pages 59-72

Recommended Motion:

“That the report of the Policy Committee dated March 21, 2017 be received; and

That policy G-23: Transfer Students from Grade 8 to Secondary Schools be approved as received and adopted; and

That policy D-04: Elementary Interschool Athletic Program approved as amended and adopted; and

That policy G-25: Co-Instructional Activities be approved as amended and adopted; and

That policy F-06: Video Security Surveillance be approved as received and adopted; and

That policy G-20: Sponsorship, Scholarships, Donations, Partnerships for Learning be approved as amended and adopted; and

That new policy B-09: Privacy Management be approved as amended and adopted.”

“That the report of the Policy Committee dated March 28, 2017 be received.”
(handout)

K. QUESTIONS ASKED OF AND BY BOARD MEMBERS

L. NEW BUSINESS

M. INFORMATION AND PROPOSALS

1. Staff Reports

a) West Niagara Secondary Accommodation Review

K Pisek
Pages 73-119

Recommended Motion:

“That the Board of Trustees receive the West Niagara Secondary Accommodation Review Addendum to Final Staff Report; and

That the Board of Trustees approve the recommended accommodation option contained in the Final Staff Report for the West Niagara Secondary Accommodation Review, dated February 9, 2017, attached as Appendix A; specifically,

That Beamsville District Secondary School, Grimsby Secondary School, and South Lincoln High School be closed for secondary instructional purposes, and a new secondary school be built to serve Secondary Planning Area 1, pending Ministry approval; and,

That the recommended accommodation option be carried out in phases as follows:

South Lincoln High School is closed for secondary instructional purposes as of June 30, 2017, and regular track students residing in Zones A and B, on the map attached as Appendix B, are redirected to Grimsby Secondary School and grade 9, 10, and 11 regular track students residing in Zone C, on the map attached as Appendix B, are redirected to E.L. Crossley Secondary School; and,

That for the 2017/2018 school year a temporary shared boundary will be established for grade 12 regular track students residing in Zone C, on the map attached as Appendix B, to provide an option for students to attend either Grimsby Secondary School or E.L. Crossley Secondary School; and,

That as of July 1, 2018, the temporary shared boundary will expire and all regular track secondary students in Zone C will attend E.L. Crossley Secondary School; and,

That the regular track boundaries for Grimsby Secondary School and E.L. Crossley Secondary School be modified accordingly, as shown on the map attached as Appendix C, and be effective as of July 1, 2017; and,

That the boundaries for the Extended French/French Immersion, Specialized School to Work, and Specialized School to Community programs are not changed and students within those programs continue to attend their respective school; and,

That student transportation eligibility will be determined in accordance with the District School Board of Niagara's Transportation Eligibility and Service Policy J-01, as amended from time to time; and,

That, pending Ministry approval, a new fifteen hundred (1,500) pupil place secondary school be constructed within Secondary Planning Area 1, north of the Niagara Escarpment at a location to be determined, for September 2020; and,

That students from Beamsville District Secondary School and Grimsby Secondary School attend their respective schools during the construction of the new secondary school; and,

That, upon the opening of the new secondary school, Beamsville District Secondary School and Grimsby Secondary School will be closed for secondary instructional purposes, and students will be redirected to the new secondary school; and,

That the boundary for the new secondary school be established, as shown on the map attached as Appendix D, and be effective as of July 1, 2020."

2. Trustee Information Session

3. Correspondence and Communications

- a) Correspondence from Peel District School Board Pages 120-121
- b) Correspondence from the Town of Pelham Pages 122-124

4. Trustee Communications and School Liaison

5. Ontario Public School Boards' Association Report D Chase

6. Future Meetings Page 125

The April 2017 calendar is attached.

N. ADJOURNMENT

Recommended Motion:

“That this meeting of the District School Board of Niagara be now adjourned.”

**March 28, 2017 Board Meeting
Director's Update to Trustees**

Director's Recognition for Extraordinary Contributions – Elliot Crawford, Student, Stamford Collegiate SS

When it comes to getting involved in extracurriculars, chasing your dreams and making the most out of what DSBN can offer, Elliot Crawford, a grade 12 student at Stamford Collegiate, is an incredible role model. Elliot maintains an A average, has collected community service hours considerably beyond the requisite 40, gets involved in Specialist High Skills Major (SHSM) challenges, holds an SHSM in Hospitality and Tourism, has performed a lead role in the school play two years in a row, is captain of the school's wrestling team, and manages to box on the side. But one of the most exciting things that Elliot has done lately, is to star in Chopped Canada Teen.

Elliot appeared on the Food Network's Chopped Canada Teen series on January 28, 2017. In an interview about the experience, Elliot told a reporter that his journey started when he enrolled in Stamford's Hospitality and Tourism SHSM course. His culinary studies have led him to compete in DSBN skills competitions. Those experiences stood him in good stead to audition for the Food Network series, which he did with the encouragement of his grade 10 food and nutrition teacher, Ms. Retzman. Elliot said the hardest part of being in the series was keeping quiet about it. He said that being in front of the camera was actually easy because of his experience performing in plays at the school. His recent performance in the school play, "And Then There Were None", blew audiences away.

Elliot also revealed that he has been an enthusiastic cook since he was four years old and that he started by making scrambled eggs and salads. He has applied to college for the fall and has his eye on the hospitality program at Niagara.

Everyone at Stamford is excited to see where Elliot will go in the future and they look forward to calling him back to be on one of their Stamford Alumni Boards. Congratulations Elliot, you are most deserving of the Director's Recognition for Extraordinary Contributions award.

Director's Recognition for Extraordinary Contributions – Aubrey Foley, Volunteer, Port Colborne High School

Aubrey Foley's commitment to Port Colborne High School (PCHS), our board and to the community is second to none! Aubrey has made a habit of quietly dedicating his time, efforts and money to help those in need. For over a decade, he has co-run a breakfast club at elementary schools in Port Colborne. Since retiring, Aubrey has put his heart and soul in to repairing used bicycles to make them road worthy for those in need in our schools and community. Also, two Ontario-based charity organizations that Aubrey works closely with, he has been able to ship many of his refurbished bicycles to Cuba, Haiti and Africa to be given to those in need.

In 2015, Aubrey formed a community partnership with Port Colborne High School to set up a fully functioning bicycle shop they call "The Broken Spoke." Aubrey and the students at PCHS have refurbished over three thousand bikes to date. To refurbish these bikes, Aubrey devotes countless hours building and preserving relationships with local merchants and citizens of the Niagara Region who donate to this effort.

To better ensure success for this charitable endeavour, Aubrey has recently purchased a vehicle to collect and drop off donated bicycles, and has formed ties with PCHS and the Niagara Regional landfill sites and scrap yards to collect discarded bicycles from our landfills.

Aubrey, at age 72, continues to be an avid cyclist himself, modeling and promoting the healthy, safety and environmental aspects of cycling. He even recently cycled to Ottawa and back in four days!

Through Aubrey's daily efforts to educate and work daily with young people, he dialogues with students about social justice and community issues, about how to develop and run a non-profit business venture, and about resilience and positive character development. Aubrey's bright smile and dedicated, patient attitude can be relied upon every morning at the bike shop at PCHS. He is an outstanding volunteer whose leadership and patience constantly engages the youth at Port High who work directly with him, and the increasing number of students who visit the shop. He has helped to create this incredible learning experience for the students as well as helped students to empathize with those in need in both the community and in other countries. Students, staff and parents know they are helping with an extraordinary cause and have the utmost respect for Aubrey while simultaneously benefitting from his wisdom, skill and altruism. Aubrey has also spent countless hours looking for new ways to promote the program, and to give back to the community and to helping others. While Aubrey has had a significant amount of publicity with regard to "The Broken Spoke" at Port High, he remains humble and unassuming.

Overall, Aubrey is a very positive, dedicated, generous, community minded individual whose actions give life to his philosophy of doing at least one good deed every day. He has an excellent work ethic and his leadership qualities are infectious to the students and the community. Above all, Aubrey's empathy towards others drives his passion and makes him stand out as the perfect recipient of the Director's Recognition for Extraordinary Contributions award. Congratulations Aubrey!

Local

2016 Lieutenant Governor's Ontario Heritage Award for Youth Achievement!

On Friday, February 17th, Linda Chown's grade 2 class from Lockview Public School and her former grade 5 class from Harriet Tubman Public School each received the *2016 Lieutenant Governor's Ontario Heritage Award for Youth Achievement!*

The students were honoured for their highly successful letter writing campaign, online petition at Change.org and compelling presentation to the Niagara Parks Commission requesting the creation of an interpretive panel to mark Harriet Tubman's crossing into Canada with freedom seekers. The students were honoured to receive their individual awards at an event in the Legislative Building at Queen's Park in Toronto. The awards were presented to the students by Her Honour Elizabeth Dowdeswell, the Lieutenant Governor of Ontario.

Congratulations to the grade 2's of Lockview, grade 5's of Harriet Tubman and their teachers Linda Chown and Christine Lowden for being recognized for their excellent work and helping to share Harriet Tubman's inspiring story with youth and adults alike.



Niagara Community Design Awards

On March 8, 2017, the District School Board of Niagara proudly accepted two prestigious awards at the 2016 Niagara Community Design Awards in Urban Design and Architecture Celebration. The awards recognize and celebrate excellence in design in the Niagara Region that demonstrates smart growth and sustainability in buildings and communities.

Congratulations to John Brant Public School in Ridgeway, the award winner for *Architecture – Large Budget, and, for Overall Excellence!*

At the celebration, presenter Mayor Dave Augustyn acknowledged the remarkable design of John Brant PS, its visual interest that combines historical features of the previous building with many modern elements that accommodate the needs of the current students, and noted this project resulted in a school property that maintains the heart of the community.

Rick Brady, Director of Planning and Development in the Town of Fort Erie spoke to the process that led up to the development of the beautiful building and property and said “the team at DSNB worked with Town staff to ensure that the site was dealt with based on good planning principles. While the award for the design of the building is one for the architect, and they deserve it, the overall award for adhering to smart growth principles belongs to DSNB. It is my hope that this type of solution can be a model for future improvements to our public school system and create better communities.”

Congratulations to all those involved in the project!

IGNITE

On March 24, 2017 Eden High School hosted a TED event!

TEDxEdenHighSchool was a day full of inspiring speakers that ignited discussion around important issues and sparked creative thinking and memorable moments. Speakers were a mix of students, staff and community leaders with stories to share.

Denim, Diamonds & Diplomas

I would like to extend a big thank you to the Brock Leaders Citizenship Society for outstanding support of the DSBN Academy students and the pursuit of their goals to attend postsecondary school.

The 2nd Annual Denim, Diamonds & Diplomas event was a big success thanks to the Brock Leaders' hard work and dedication. An amazing \$20,500 was raised in support of the DSBN Academy student bursary funds! Thank you to everyone who attended and contributed to this event.

Techknowledge Challenge

Students from across the Board competed in the Techknowledge Challenge, with the finalists from 14 schools gathering in the DSBN Education Centre on March 6th to reveal their creations and compete for the top prize.

Teams were tasked with building a crane capable of lifting various weights and moving them to an elevated platform. The challenge was a partnership with Ontario Power Generation simulating the real-life project of moving their own generators. Each team received the same materials to construct their machine and were given one day to build.

Congratulations to River View's Red Hawks who were awarded **1st place** and to all competitors for fantastic performances at the 19th annual Techknowledge final!



MID-YEAR
BIPSA
UPDATE
2016/17



**I Matter
At DSBN**

MATH & LITERACY FOCUS

A new six-part math series was offered to primary, junior and intermediate teachers. Since September, 366 primary teachers, 382 junior teachers and 155 intermediate teachers have participated. Teachers provided ongoing feedback after every session.

18 primary, junior and intermediate teachers regularly co-planned and facilitated the six-part math sessions with the math consultant.

All primary and intermediate teachers were trained in implementing the Benchmark Assessment System (BAS) for literacy as well as teachers new to the junior division. Each school received the resource to support this assessment tool.

Training for learning resource teachers (LRTs) included inclusive instructional practices in mathematics, creating an inclusive environment, well-being and mindfulness learning. Instructional coaches and the special education team worked together to review supportive models for collaborative teaching.

All elementary schools are participating in math collaborative learning cycles, supported by administrators and instructional coaches.

All elementary areas have early intervention teachers and the Levelled Literacy Intervention (LLI) program is being used in 70 schools. Tutors further support the program and students in these schools.

Junior teachers from all French Immersion sites are participating in collaborative inquiries in math, reading and writing.

Elementary administrators at area meetings received information on the renewed math strategies sessions, the new Kindergarten program document, disaggregating EQAO data and facilitating moderated marking.

Elementary superintendents have focus schools in their areas and provide differentiated support throughout the year.

Our secondary students participated in the OSSLT on-line pilot in October with 1505 students successfully passing the test.

All grade 9 students participated in a

practice OSSLT in November, which was then marked collaboratively and next step plans were created. This year, an anecdotal reading survey, was added to learn more about students reading and writing attitudes, habits and experiences.

The membership of the secondary instructional coach team was updated to include an additional coach with math qualifications to support our math learning teams.

Focused literacy and numeracy coach and consultant support was provided weekly in the focus secondary schools.

The number of after-school literacy and numeracy classes running in secondary schools for grade nine and ten students increased. There has been a broadened focus including students taking both academic and applied courses, and also enrichment opportunities.

The Book Love initiative was implemented in seven secondary schools during semester one to improve student reading skills and to give students choice in their reading materials.

Grade nine and ten math courses continued to show increases ranging from 0.7% to 3.2% in pass rates and students achieving above 70% in semester one compared to 2015-16 school year results. One course had a slight decrease of 0.3%.

Gains were made in grade nine and ten academic English pass rates and students above provincial standard with some decreases in achievement in grade nine and ten applied English.

31 math teachers, program leaders and instructional coaches presented workshops at the Secondary PD day for their colleagues on a wide variety of topics such as spiraling, use of open tasks and the use of different software tools.

21 secondary teachers from 13 schools are collaborating on spiraling their math classes funded by a TLLP grant. They meet at least monthly to plan, discuss pedagogical approaches, rethink assessment and support one another in reworking their courses.

The Written Word Festival in December hosted 130 secondary students, 25 teachers and 9 authors and presenters to foster the love of writing.

DATA-BASED DECISION MAKING

Our schools continue to utilize reports from Compass for Success to analyze their student achievement results and create learning profiles for their students.

After school EQAO sessions were held to support administrators in the examination of their math data by strand. 60 teachers attended half-day sessions to review EQAO math content and analyze student data and plan math next steps based on the DSBN mid-year.

160 licences for LexiaCore 5 and Lexia Strategies are being piloted to support primary students with special education learning needs in early literacy skills both at home and at school.

More comprehensive data reports were developed for secondary math and literacy to share student achievement, assessment and EQAO data for individual students and cohorts of students.

In September and October, math data visits occurred in each secondary school with the participation of principals, vice-principals, math departments, SERTs and Student Success teachers (SSTs). The purpose was to individually analyze their data, identify areas of strengths and needs that are specific to their students and then develop their annual math plan.

In January and February, literacy data visits occurred in all of our secondary schools with literacy teams with newly developed in-depth and personalized literacy data to support the development for whole school and student specific plans.

New secondary data reports were created to assist in supporting our students with special education learning needs.

CAREER & LIFE PLANNING

The 4th annual, Your Future Starts Now - Empowering Young Women to Explore Skilled Trades and Technology Conference, offered in partnership with the Ministry of Advanced Education and Skills Development, provided an opportunity for over 350 students from all secondary schools to explore the many opportunities that exist in the Skilled Trades and Technologies.

In December, we hosted our 1st Exploring Trades and Technologies Conference empowering over 300 grade ten students to explore six different Skilled Trades and Technologies sectors hosted by Niagara College.

Four new Specialist High Skills Majors programs started this year including Construction at A.N Myer, Information and Communications Technology at DSBN Academy, Health and Wellness at Thorold and Horticulture at Westlane, bringing our total SHSM programs to 53 in 14 different economic sectors.

New Innovation, Creativity and Entrepreneurship (ICE) training has been provided to all of our SHSM students in semester one.

A team of secondary teachers with the support of consultants and coaches have created updated lesson plans and resources for the grade ten Career Studies course (GLC20) that will be piloted in semester two.

STUDENT VOICE

Students have embraced I Matter at DSBN in a wide variety of ways including announcements, assemblies, bulletin boards, and student events.

All schools completed school climate surveys in the fall for students in grades four through twelve.

Student voice is a part of all Special Education Advisory Council (SEAC) meetings to provide insight into student experiences.

20 schools are participating in the EcoSchools program including one new elementary school and four new secondary schools program this school year.

In November 307 students representing all 19 secondary schools participated in a Student Voice Forum. The participants represented our diverse student population including 26 indigenous students. 47 students acted as facilitators to organize the day, creating the theme centered around I Matter, and developed the guiding questions.

The Minister of Education's Student Advisory Council (MSAC) has two current DSBN students and one former student as representatives for the 2016-17 school year.

The Student Senate has been planning a "Show Your Colours" walk for May 2017.

The DSBN Student Senate has offered \$500 grants for secondary schools to support student led mental health and wellness initiatives.

Our secondary arts events have been updated to increase the involvement of student voice and leadership in their development. This year, students curated our art shows, 28 student directors led the November FRAMES Festival and we had 60 Cappies Critics.

E3 (Educator-Employer Exploration) on November 18th provided over 100 secondary teachers with the opportunity to visit 16 different businesses and organizations across our region to learn more about employer needs and pathways for our students.

70 secondary indigenous students participated in the Opportunity Knocks program offered by the Niagara Peninsula Aboriginal Area Management Board (NPAAMB).

A grade 9-12 Indigenous Career Fair was held in partnership with Brock University with 64 secondary students and 15 teachers participating in the event.

DSBN coordinated Take Our Kids to Work Day on November 2nd for over 2000 grade nine students.

Child Youth in Care (CYIC) grant funding was received to support experiential learning opportunities in our Alternative Education programs.

52 students completed Dual Credit programs at Niagara College in semester one earning 67 dual credits in total.

The Workplace Pathways Experiential Learning Continuum was created through the collaboration of the curriculum and special education teams to provide employment opportunities and workplace engagement for all students, with a focus on providing appropriate opportunities for students with special education needs.

ACHIEVEMENT & WELL-BEING

Two system-wide sessions were provided for school-based mental health liaison teachers from every school. Participants learned more about the Foundations for a Healthy School and Ontario's Well-being Strategy and delved deeper into the strategies provided in the Supporting Minds Document. Participants were provided with classroom ready strategies to share with their school teams.

106 teachers and administrators attended the Survivor Series at Woodland Cultural Centre. 76 teachers and administrators received Cultural Competency training through three sessions conducted by the Ontario Federation of Indigenous Friendship Centres (OFIFC).

There has been an increase in self-identified indigenous students from 856 to 883 in our elementary and secondary schools from the previous school year.

From September through February, 5673 students from 84 elementary and 10 secondary schools have experienced various adventures at the Walker Living Campus. We are currently testing our new programs at the Adventure Campus in St. John's with over 200 students involved to date.

Over 700 parents, students, vendors, presenters, Parent Involvement Committee (PIC) members and volunteers participated in this year's PIC Conference. Sessions were designed based on past-participant input and included topics such as mental health, math, special education, kindergarten, and transitions to secondary and post-secondary.

This year 35 school councils applied for Parents Reaching Out (PRO) grants and received a total of \$33,650 in funds to support parent engagement activities. Proposals included events such as Family Math Nights, bringing in a Mental Health speaker and establishing a Parent Lending Library.

DSBN schools participated in Hour of Code for the second year in a row during the first week of December and our students reached an impressive 1,925,446 minutes across 89 elementary and secondary schools.

Applied Behavioural Analysis (ABA) training opportunities were provided for elementary and secondary educational assistants, LRTs, SERTs and SST teachers to enhance their abilities to support students with autism in the classroom and school community.

349 elementary classrooms are being supported by youth counsellors providing evidence-based wellness programs including: Zones of Regulation, Friends for Life, Kids Have Stress Too, Roots of Empathy, Everfi, and Passport Skills for Life.

Big Sister Kate, a DSBN-created book which supports the grade one Health and Physical Education curriculum, has been piloted at four schools.

61 teachers, 39 DECEs and seven administrators, from 29 schools, attended a session to learn more about the Early Development Instrument (EDI) and planned next steps based on their student data.

The school support model for special education in elementary was enhanced to provide opportunities for collaborative instructional leadership between special education consultants and classroom teachers. Support has been focused to allow for increased consultant support for all elementary schools.

Credit accumulation rates saw gains in semester one with a 3.2% gain in grade 9, a 5.4% gain in grade 10 and a 1.9% drop in grade 11.

Grade nine self-identified indigenous students met with our FNMI resource teacher to touch base about their transition to high school and to be offered academic and community supports.

New FNMI lunch drop-in sessions started in collaboration with Niagara Regional Native Centre in three secondary schools.

Use of Brigance assessment in all secondary SSTC programs was used to better meet the learning needs of our students with training for school teams.

In December, students taking grade 11 Environmental Science (SVN3E) participated in a day of outdoor learning to experience nature with an indigenous leader and participate in authentic field work at Ball's Falls.

In partnership with Brock, over 400 secondary staff and students from 11 schools participated in lectures and seminars offered by the history department.

A new international education secondary English As a Second Language (ESL) program was established at Sir Winston Churchill with 17 students participating in semester one.

DSBN Academy has expanded to grade 12, and all of the graduating students have applied to post-secondary institutions.

Child Youth in Care (CYIC) program funded at Stamford for the year by the Ministry.

11 students are currently participating in our ROUTES program for Low German students and earned 35.5 credits in semester one.

Ten eLearning courses were offered during semester one and 79% of these students achieved level three or greater.

COLLABORATIVE INSTRUCTIONAL LEADERSHIP

Instructional coaches have attended central professional development throughout the year focusing on math, assessment, kindergarten, literacy, First Nations, Métis, and Inuit (FNMI) and English Language Learners (ELL).

65 new teachers attended a one-day New Teacher Induction Program (NTIP) in-service on various topics including assessment and reporting, supported by 30 mentors.

140 teachers participated in the Earn a Device after school learning program this fall. The teachers received a device to enhance their teaching practice and apply their learning in their own classrooms.

126 elementary teachers were part of Math Additional Qualification (AQ) Part 1, 2 or 3. These courses were offered in the fall at a variety of sites across the district in partnership with Brock University. Our math consultant and instructional coaches facilitated these courses.

147 Designated Early Childhood Educators (DECEs) and 216 kindergarten teachers participated in professional learning regarding the Kindergarten Program Document, Growing Success addendum, and the Communication of Learning report card.

164 teachers attended grade three and grade six EQAO language and math mid-year in-services and set next steps to further support students.

After-school professional development offerings

for elementary teachers included: Kindergarten program, physical dance, health lessons, the release of Sister Kate grade 1 book, supporting ELLs, French and embedding Indigenous perspectives in the curriculum.

30 ELL itinerants and teachers learned more about the Steps to English Proficiency (STEP) Assessment and math strategies to enhance classroom practice for ELL students and participated in a session about trauma for refugee newcomers.

70 French elementary teachers have completed two sessions of a four-part series of in-services focused on creating interactive environments for listening and speaking.

One teacher from each elementary French Immersion site is part of a group participating in the FSL Ministry webinars every 6 weeks. These educators are sharing this information back at their schools at staff meetings.

On November 18th over 900 educators participated in over 140 different learning opportunities facilitated by their colleagues and were able to also participate in sessions at Niagara College, Brock University, Niagara Health Sciences and with various employers in the community at our secondary system PD day.

16 secondary schools are participating in the School Support Initiative (SSI) and 84 classrooms were involved with focused learning teams supporting applied and college courses to improve pass rates and students achieving above 70%.

Subject councils were transitioned into secondary learning communities that have met

several times during the fall to support the use of instructional practices that support student engagement and learning in the different subject areas.

Learning opportunities were provided in secondary for Special Education Resource Teachers (SERTs), principals, vice-principals, program leaders, consultants and instructional coaches regarding meeting the needs of students with learning disabilities and specific strategies to support their success.

A new secondary ELL learning team with representatives from all secondary schools was created that met regularly during the first semester to share best practices in supporting ELLs in our schools with a focus on providing practical teaching strategies.

"Secondary Numeracy and Literacy Strategies for Teaching ELL Learners" document developed by a Teacher Learning Leadership Program (TLLP) project last year was shared with teachers and program leaders at the November PD day, a secondary area meeting, sessions in December and several Secondary Learning Communities (SLCs) as well as with consultants and instructional coaches.

Continued support for teachers has been provided by instructional coaches and consultants regarding the implementation of new curriculum including, Canadian and World Studies, Modern Languages, French, French Immersion and Health and Physical Education.

SERTs participated in learning to support assessment and evaluation for alternative programming, supporting students with learning disabilities and developmental disabilities in mathematics and self-regulation for the secondary learner.

A French Immersion secondary learning team was established to support the transition of the program for September 2017 and to create strategies to support the variety of course offerings and learners.

Eight elementary and secondary science teachers were selected to participate in Science Teachers Association of Ontario's (STAO) Project Innovation to develop lessons to support student's critical thinking and will be sharing their work with colleagues in the spring.

Secondary Specialized School to Community (SSTC) teachers have been working together as a learning team during PD days to support their learners.



SUMMARY OF ACCOUNTS

Background and Rationale:

The Summary of Accounts is regularly presented to the Trustees in order to disclose the Board expenditures paid during the previous month. The Summary highlights the costs associated with employee benefits, transportation, utilities, and the total of all other non-salary expenditures.

Summary of Accounts:

A summary of accounts paid in Batch Numbers 1870 to 1884, for the month of February 2017, is as follows.

Employee Benefits	\$ 11,890,794.09
Transportation	1,715,468.88
Utilities	778,720.94
Other	<u>6,601,020.72</u>
Total	<u>\$ 20,986,004.63</u>

Recommended Motion:

“That the Summary of Accounts paid in Batch Numbers 1870 to 1884, for the month of February 2017, totaling \$20,986,004.63 be received.”

Supporting Data:

A computer listing of all cheques and electronic fund transfers, issued by the Board for the month of February 2017, will be in the Director’s office during the Board meeting.

Respectfully submitted,

Stacy Veld
Superintendent of Business Services

Board Meeting of March 28, 2017

For further information, please contact Stacy Veld or the Director of Education.

**DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO THE BOARD OF TRUSTEES
MEETING OF MARCH 28, 2017**

West Niagara Secondary Accommodation Review

Addendum to Final Staff Report

Date: March 23, 2017

**West Niagara Secondary Accommodation Review
Addendum to Final Staff Report**

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1. PURPOSE

On February 14, 2017, the District School Board of Niagara (DSBN) Trustees received the Final Staff Report for the West Niagara Accommodation Review (Appendix A). Community consultation continued since that time and concluded after the public delegations at the February 28, 2017 Board meeting.

This Addendum Report provides DSBN Trustees with a final summary of the community consultation process and presents the final staff recommendation for the West Niagara Secondary School Accommodation Review.

2. COMMUNITY CONSULTATION

Consultation with school communities, municipal and community partners, and the general public was ongoing throughout the Accommodation Review process. The Final Staff Report detailed the community consultation process and provided a summary and review of the comments received as of the date of the Report (February 9, 2017). Public delegations were heard at the February 28, 2017 Board meeting, after which the public consultation process was concluded. Additional comments have been received from the public, the Town of Grimsby, Town of Lincoln, and Township of West Lincoln between February 9, 2017 and February 28, 2017. Four (4) delegations were made at the February 28, 2017 Board meeting.

2.1 Municipal Consultation

DSBN staff had meetings with the local Municipal and Regional representatives regarding the Accommodation Review, the process, the recommended option, and related municipal matters. The local municipalities and the Niagara Region were encouraged to submit their input and comments during this process.

On February 28, 2017, the DSBN received written submissions from the Town of Grimsby, Town of Lincoln, and Township of West Lincoln. The Town of Grimsby submitted a Council approved resolution opposing the recommendation to close Grimsby Secondary School. The Township of West Lincoln submitted a Council approved resolution opposing the closure of South Lincoln High School.

The Mayor of the Town of Lincoln submitted an email outlining the discussion of the Accommodation Review that occurred at the Town's Finance and Administration Committee meeting on February 27, 2017. The Town extended its gratitude for the DSBN's ongoing engagement and willingness to receive feedback during the Accommodation Review process. The Town requested that, should the review result in a new school, the unique curriculum needs of the communities are maintained, specifically the agricultural and trade curriculum which prepares students for industry in Lincoln and creates a labour ready workforce. In addition, the Town requested that the heritage of Beamsville District SS be preserved through heritage designation and that appropriate transition plans are implemented to foster a unified school community.

2.2 Public Consultation

Additional public submissions were made through the DSBN website and by email between February 9, 2017 and February 28, 2017. The majority of the key issues raised in the additional submissions received have all been addressed in the Final Staff Report. A couple submissions suggested the Accommodation Review should conform to the *Places to Grow Act, 2005*, and the "complete communities" concept set out by the Growth Plan for the Greater Golden Horseshoe, 2006. This will be discussed later in this Addendum.

2.3 Public Delegations

The following four (4) public delegations were made at the February 28, 2017, Board Meeting:

- Grimsby Mayor Bob Bentley
- Nicole Scime, West Lincoln Resident
- Melissa LeBlanc, West Lincoln Resident
- Lincoln Mayor Sandra Easton

Mayor Bentley expressed concerns raised by the Grimsby community and Council. The issues raised included the number of students choosing to attend the coterminous board rather than the DSBN, optimal school size, and bussing. The Mayor outlined the growth and development occurring and expected to occur in Grimsby, the increase in new families locating in Grimsby, and the heritage of the existing school and surrounding area. The Mayor noted the importance of Grimsby SS to the community, downtown area, and businesses, and did not support the closure of the school. Mayor Bentley indicated a willingness to work with DSBN on partnerships and community use and requested that the decision on Grimsby Secondary School be delayed until the data is further reviewed. As a follow up to Trustees' questions, Mayor Bentley provided Trustees with additional information regarding research on school size.

Ms. Scime provided a PowerPoint presentation to Trustees that outlined the *Places to Grow Act, 2005*, details of the Growth Plan for the Greater Golden Horseshoe, 2006, information on complete communities, and growth in the three West Niagara municipalities. Ms. Scime is opposed to the Accommodation Review and spoke to concerns with transportation times, enrolment, retention rates, and renewal needs.

Ms. LeBlanc spoke to the loss of students to other school systems. She suggested that the loss of students the DSBN experiences needs to be explored and, if the students were retained, perhaps South Lincoln HS would not be part of an Accommodation Review. Ms. LeBlanc suggested a non-denominational education system as a solution and that the province should be lobbied by the Board for a single school board system. Other suggestions from Ms. LeBlanc included finding a way to stop the loss of students from the DSBN and changes to the funding formula. Ms. LeBlanc also spoke to her concern over transportation times.

Mayor Easton acknowledged the difficulties of closing schools noting that communities do not like to have their schools close. Mayor Easton, however, shared the positive outcome of the elementary Accommodation Review in Lincoln that resulted in the consolidation of four schools into Twenty Valley PS. She pointed out that students are coming together from different communities in Lincoln to attend one school. Previously those students may never have had that opportunity to interact with each other. The Mayor advised the Board that she has not heard from many residents concerned with the Accommodation Review. She feels that is because the community has experienced an accommodation review that had positive results. The Mayor noted that the role of the municipality is to ensure the DSBN is following an appropriate accommodation review process. Mayor Easton requested that, should the secondary school be relocated, the unique curriculum needs of the communities be maintained, the heritage of Beamsville District Secondary School be preserved, and appropriate transition plans be put in place.

2.4 Information Provided by Staff

DSBN staff provides the following additional information to address the new items and to clarify a few issues that continue to recur.

Places to Grow and Complete Communities

Places to Grow is the Province's program to plan for growth and development in a way that supports economic prosperity, protects the environment, and helps communities achieve a high quality of life across the province. The *Places to Grow Act, 2005*, gives the Province the authority to:

- Designate any geographic region of the province as a growth plan area.
- Develop a Growth Plan in consultation with local officials, stakeholders, public groups, and members of the public.
- Develop growth plans in any part of Ontario.

The Province, in accordance with the *Places to Grow Act, 2005*, established the Growth Plan for the Greater Golden Horseshoe which was released in 2006. The Region of Niagara is within this Growth Plan.

The vision for the Greater Golden Horseshoe is grounded in a number of principles that provide the basis for guiding decisions on how land is developed, resources are managed, and public dollars invested. One of these guiding principles is to build compact, vibrant, and complete communities.

The Growth Plan sets out that a complete community is intended to provide for people's daily needs by providing convenient access to an appropriate mix of jobs, local services, a full range of housing, and community infrastructure. Community infrastructure includes public services for health, education, recreation, socio-cultural activities, security and safety, and affordable housing.

The complete community is a vision for how to plan for and accommodate future growth, not a requirement that all communities contain the features of a complete community. The guiding principles and policies of the Growth Plan are intended to help facilitate this vision.

The DSBN's mandate is to provide a high quality education to the students of Niagara. The local municipalities within Niagara are tasked with planning for, and accommodating future growth, that contributes to complete communities. The DSBN and local municipalities collaborate together to support each other's goals wherever possible; however, the DSBN cannot maintain underutilized, low enrolment schools, with programming challenges, to help facilitate the complete community concept. To do so would come at the cost of a quality education for students in Niagara, which would be contrary to the DSBN's mandate and also not in the community's interest.

Census Data, Future Growth, and Enrolment Projections

During the Accommodation Review process, the use of 2011 Census data, future growth, and the accuracy of the enrolment projections was raised a number of times. Many members of the community suggested that the recommended option was based on inaccurate data and did not consider future growth, and felt the option should not be considered until proper data was obtained. The Final Staff Report referred to 2011 Census data to provide a description of growth in the three communities and the demographic makeup of each community. At that time, the 2011 Census data was the most recently available. Statistics Canada has recently released the population results of the 2016 Census.

The 2016 Census results indicate that the population of all three municipalities increased since the 2011 Census. The population of Grimsby grew by 7.9%, Lincoln by 5.8%, and West Lincoln by 4.8%. For comparison, the Province grew by 4.6% and the national average is 5.0%. This information can be found in the Focus on Geography Series, 2016 Census, on Statistics Canada's website. As noted in the Final Staff Report, the DSBN acknowledges that the West Niagara municipalities are growing and will continue to grow. But not all growth results in additional students and this is related to the demographic makeup of the community. The three municipalities have historically seen the majority of population growth in the senior population. There is no reason to believe this trend will reverse in the immediate future and the Niagara Region has forecasted continued growth in the senior population.

Census data does not affect enrolment projections because it is not an input into enrolment projections. It is only used to provide a general description of growth trends and demographic makeup of a community. Enrolment projections are developed by applying grade to grade retention rates and progression rules to current enrolment. Grade to grade retention rates and progression rules are developed by using historic enrolment and developing averages. In particular, grade to grade retention rates reflect growth that a community is experiencing because the retention rates increase as new students move into the area. The enrolment projections that were developed for this Accommodation Review would have captured the growth that the three municipalities experienced from 2011 to present day through grade to grade retention rates. As noted in the Final Staff Report, DSBN Planning staff made manual adjustments to the enrolment calculations to account for the additional population growth projected for each municipality through the Provincial and Regional reviews.

Location of Proposed New School

Members of the community were concerned that a potential new secondary school location was not identified in the Initial Staff Report. After the Final Staff Report was published with a potential location, some members of the community continued to express a dissatisfaction that the location was not identified earlier and suggested that the DSBN was not being transparent.

Identifying a possible location early in the accommodation review process, before the community is consulted, is premature and can lead to land speculation. It is often through the accommodation review process that a potential school location is identified. The Greater Fort Erie SS is an example of how a general preferred location for the new secondary school was identified by the community through the accommodation review process.

In the case of this Accommodation Review, a location was not identified for the Initial Staff Report because the public consultation process had not yet begun. Through the consultation process, the ARC and staff heard that the communities were concerned that a location was not identified. There was concern that without knowing the location, Trustees and the ARC could not properly analyse the transportation costs, ride times, and walkability associated with the recommended option. Others expressed concern that the new school would be in a remote, rural area or south of the Escarpment. Having heard from the communities, DSBN staff identified a general location based on centrality to the student population to provide a general idea of where a school could be located.

Student Retention

The loss of grade 8 DSBN students to another school system for secondary school continues to remain a concern. Some members of the public feel that there are enough students in the area and that the DSBN needs to find ways to retain and draw back its students before closing a school.

The coterminous Board has one secondary school, Blessed Trinity Catholic SS, in the Planning Area. The DSBN has three secondary schools in virtually the same Planning Area. There is a finite number of students in the Planning Area. The DSBN's share of those students is divided amongst three schools while the coterminous Board's share of students all attend one school. Comparing enrolments of the two Boards does not accurately reflect the reality of the situation. Blessed Trinity Catholic SS has an enrolment of approximately 1,100 students. If the DSBN similarly had one school serving the entire area, the population of that school would be approximately 1,500. Alternatively, if the coterminous Board had three schools serving the area, the 1,100 students would be divided amongst three schools resulting in lower enrolments at each school.

The Principals of the elementary and secondary schools work together to encourage grade 8 students to attend a DSBN secondary school. Despite this, the retention rate for the area remains low as many grade 8 students make their secondary school decision based on programming and extra-curricular opportunities. The lower enrolments at the DSBN schools makes it difficult to provide a range of programming and extra-curricular activities that would appeal to students. Throughout the Accommodation Review the ARC has heard that grade 8 DSBN students are choosing to attend Blessed Trinity Catholic SS in Grimsby for more choice in programming and extra-curricular activities as well as eligibility for transportation.

A projection scenario was developed to demonstrate the impact on South Lincoln HS enrolment if 100% of grade 8 students at the elementary feeder schools chose to attend South Lincoln HS. Enrolment at South Lincoln HS under a best case scenario would increase and peak at 320 in the 2023/2024 school year but would still not be sufficient to support a viable secondary school.

3. CONCLUDING REMARKS

The DSBN serves over 36,000 elementary and secondary students in Niagara. The Board has a responsibility to ensure all students have access to a wide range of quality educational programs and services. In some cases, the closure and consolidation of underutilized schools with low enrolment must be considered. As enrolment declines it becomes difficult to maintain the range of programs, extra-curricular activities, and student support that provides for an enriched educational experience. Available resources become limited and have to be stretched (i.e. less course selection, grade splits, teachers teaching outside areas of expertise).

Throughout this Accommodation Review a great deal of information related to enrolment, facility utilization, costs, transportation, future growth, and alternative solutions has been presented, reviewed, and discussed. The main issue is that these secondary schools have, or will have, difficulty providing a wide range of programming and services to students. This is an immediate concern at South Lincoln HS and a growing concern at Beamsville District SS.

The goal of an accommodation review is to develop solutions that ensure resources are directed at providing students with the quality education and services they need to be best prepared for their post-secondary future. Having completed the West Niagara Secondary Accommodation Review, and considered the feedback received, DSBN staff recommends that Trustees approve the recommended option contained in the Final Staff Report.

4. RECOMMENDED ACCOMMODATION OPTION

The recommended option is to close the three secondary schools in Planning Area 1 and build a new secondary school for the 2020/2021 school year with priority given to a site location within the planning area below the Niagara Escarpment. The recommended option would be carried out in phases as outlined in the Final Staff Report and the school catchment area boundaries would be modified accordingly.

5. RECOMMENDATION

That the Board of Trustees approve the recommended accommodation option contained in the Final Staff Report for the West Niagara Secondary Accommodation Review, dated February 9, 2017, attached as Appendix A; specifically,

That Beamsville District Secondary School, Grimsby Secondary School, and South Lincoln High School be closed for secondary instructional purposes, and a new secondary school be built to serve Secondary Planning Area 1, pending Ministry approval; and,

That the recommended accommodation option be carried out in phases as follows:

South Lincoln High School is closed for secondary instructional purposes as of June 30, 2017, and regular track students residing in Zones A and B, on the map attached as Appendix B, are redirected to Grimsby Secondary School and grade 9, 10, and 11 regular track students residing in Zone C, on the map attached as Appendix B, are redirected to E.L. Crossley Secondary School; and,

That for the 2017/2018 school year a temporary shared boundary will be established for grade 12 regular track students residing in Zone C, on the map attached as Appendix B, to provide an option for students to attend either Grimsby Secondary School or E.L. Crossley Secondary School; and,

That as of July 1, 2018, the temporary shared boundary will expire and all regular track secondary students in Zone C will attend E.L. Crossley Secondary School; and,

That the regular track boundaries for Grimsby Secondary School and E.L. Crossley Secondary School be modified accordingly, as shown on the map attached as Appendix C, and be effective as of July 1, 2017; and,

That the boundaries for the Extended French/French Immersion, Specialized School to Work, and Specialized School to Community programs are not changed and students within those programs continue to attend their respective school; and,

That student transportation eligibility will be determined in accordance with the District School Board of Niagara's Transportation Eligibility and Service Policy J-01, as amended from time to time; and,

That, pending Ministry approval, a new fifteen hundred (1,500) pupil place secondary school be constructed within Secondary Planning Area 1, north of the Niagara Escarpment at a location to be determined, for September 2020; and,

That students from Beamsville District Secondary School and Grimsby Secondary School attend their respective schools during the construction of the new secondary school; and,

That, upon the opening of the new secondary school, Beamsville District Secondary School and Grimsby Secondary School will be closed for secondary instructional purposes, and students will be redirected to the new secondary school; and,

That the boundary for the new secondary school be established, as shown on the map attached as Appendix D, and be effective as of July 1, 2020.

6. APPENDED DATA:

APPENDIX A: Final Staff Report for the West Niagara Secondary Accommodation Review

APPENDIX B: Regular Track Boundaries for West Niagara Secondary Schools, 2016-2017

APPENDIX C: Recommended Regular Track Boundaries for Grimsby SS, Beamsville District SS and E.L. Crossley

APPENDIX D: Recommended Regular Track Boundary for a New Secondary School in Planning Area 1

Respectfully submitted,

Kelly Pisek
Superintendent of Education

Warren Hoshizaki
Director of Education

March 23, 2017

APPENDIX A:

West Niagara Secondary Accommodation Review
Final Staff Report, dated February 9, 2017

**DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO THE BOARD OF TRUSTEES
MEETING OF FEBRUARY 14, 2017**

West Niagara Secondary Accommodation Review

Final Staff Report

Date: February 9, 2017

**West Niagara Secondary Accommodation Review
Final Staff Report**

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1. PURPOSE

This Final Staff Report provides the District School Board of Niagara (DSBN) Trustees with a summary of the West Niagara Secondary Accommodation Review, information on the community consultation process, and the final staff recommended option. The Accommodation Review process is still underway, with opportunities for public delegations at the February 28, 2017 Board meeting. Any changes to the Final Staff Report, as a result of public delegations, will be detailed in an Addendum. The Final Staff Report, including the public delegation Addendum, will be presented on March 28, 2017 for Trustees' consideration.

2. WEST NIAGARA SECONDARY ACCOMMODATION REVIEW

The DSBN's Long Term Accommodation Plan, 2015-2024, identified Secondary Planning Area 1, which includes Beamsville District SS, Grimsby SS, and South Lincoln HS, as an area with enrolment and facility utilization rates that are low and projected to remain low in the long term. On May 24, 2016, the Board of Trustees directed senior staff to begin preparation of an Initial Staff Report to review the following challenges within the planning area:

- Low enrolment at Beamsville District SS and South Lincoln HS that pose programming challenges;
- Low facility utilization rates at Beamsville District SS and Grimsby SS;
- Empty pupil spaces in the entire Planning Area; and,
- Facility renewal needs at Beamsville District SS and Grimsby SS.

On September 20, 2016, the Program and Planning Committee received the West Niagara Secondary Accommodation Review Initial Staff Report. The Report outlined the accommodation and programming challenges faced within the Planning Area, details for each secondary school, and provided a potential accommodation option which was:

To close the three secondary schools, in a two phased plan, and build a new school for the 2020/2021 school year on a site yet to be determined.

On September 27, 2016, the Board of Trustees approved the initiation of the Accommodation Review of Beamsville District SS, Grimsby SS, and South Lincoln HS.

The West Niagara Secondary Accommodation Review is being undertaken in accordance with the DSBN Accommodation Review Policy F-2, which describes the procedures for a standard accommodation review. An Accommodation Review Committee (ARC) was established as part of the standard review process.

The notice of Trustees' decision to initiate the Accommodation Review was posted on the DSBN Accommodation Review website, www.dsbni.org/arc and published in the local newspapers. It was also distributed to school principals and their communities, local municipalities and the Niagara Region, community partners, Directors of Education of coterminous boards, and the Ministry of Education. The Notice of Initiation provided information on the ARC working meetings, the public meetings, how to participate in the process, and how to obtain more information.

In accordance with Policy F-2, a Final Staff Report must be prepared and submitted to the Board of Trustees after the final public meeting. The Final Staff Report is to build on the information provided in the Initial Staff Report and through the accommodation review process. The Report must include:

- A recommended option, which may be modified from the Initial Staff Report;
- A proposed accommodation plan with timelines for implementation; and,
- A community consultation section with feedback from the ARC and the consultation process.

3. ACCOMMODATION REVIEW COMMITTEE

An ARC was established to represent the respective school communities and to serve as a means for additional input. The ARC included parent/guardian and student representatives from each school, Trustees for the review area as well as one additional Trustee outside the review area, principals, and a facilitator. The ARC was tasked with reviewing the Initial Staff Report, and had the option to provide feedback and other accommodation options with supporting rationale.

After the ARC orientation meeting held on November 3, 2016, four working meetings were held to review the Initial Staff Report, ask questions, provide feedback, and to review and discuss comments received from the school communities and public. The meetings took place on:

- November 10, 2016, at South Lincoln HS;
- December 15, 2016, at Beamsville District SS;
- January 26, 2017, at Grimsby SS; and,
- January 30, 2017, at the Education Centre.

The minutes of the ARC working meetings are available on the DSBN's website, and will continue to be available until after a final decision is made.

At the final ARC working meeting, the ARC facilitator reminded the Committee of its mandate and tasks, and advised the final meeting is an opportunity to reflect on that. The Committee discussed the challenges associated with the accommodation review, shared their thoughts on the accommodation challenges faced by the schools under review, and identified and discussed key concerns/comments raised through the consultation process. The ARC fulfilled its mandate and tasks, and provided the following feedback:

- The ability of the secondary schools to provide choice and flexibility in programming is a concern. Examples of the challenges students face as a result of limited course selection were shared.
- The main concerns ARC members heard or raised were related to the impacts of a school closure on students and the community, school size, bus ride times and the late bus, student needs and transition, and the loss of grade 8 DSBN students to another secondary school.
- ARC members heard from parents in the community that students are choosing Blessed Trinity Catholic SS over a DSBN school for more choice in courses, extra-curricular activities, and they are eligible for transportation.
- There were several committee members that shared input from community members who supported the proposed consolidated school citing it would present more opportunity for students.
- The student representatives identified rural – urban differences as a challenge, and that it may be harder for students living in a rural area to be comfortable with a large school in a larger community.
- The student representatives shared that many of their peers felt the proposed option did not affect them and/or that a new school was a good idea.

-
- The student representatives raised the late bus and ride times as concerns, and hoped that the future potential late bus service would be designed to minimize student bus travel within the boundary area. The South Lincoln HS student representative shared that some of the students that live in Caistor Centre have stated that if the recommended option is approved they may opt to go to school in Hamilton as it is closer.
 - Should the proposed option be approved, the new school build should include plans for expansion in the event enrolment increases from population growth.

The ARC did not provide an alternative recommendation for the accommodation review but requested the following be included and addressed in the Final Staff Report:

- The size of the proposed new school including a definition for a mega-school and super-school.
- Bus ride times.
- How individual student needs would be met under the proposed option.
- Explain enrolment projection methodology.
- The student loss from grade 8 to 9 to other school systems.
- Shared boundary to offer current secondary students at South Lincoln HS with a choice to attend either Grimsby SS or E.L. Crossley SS with transportation.

4. COMMUNITY CONSULTATION

Consultation with school communities, municipal and community partners, and the general public is key to the Accommodation Review process. Preliminary consultation with municipalities and community partners was completed prior to the initiation of the Accommodation Review and was ongoing throughout the process.

Immediately following the Board of Trustees' decision to initiate the Accommodation Review, a webpage was made available on the DSBN and school websites for public input. Principals of the three secondary schools and the feeder elementary schools kept their school communities informed through newsletters, school council meetings, and by encouraging parents/guardians to contact them with any questions or concerns regarding the Accommodation Review and the Initial Staff Report. Some Municipal partners helped supplement the notification of the Accommodation Review by posting the Notice of Initiation on their websites. In addition, the Town of Lincoln delivered a presentation to Town Councillors, which included information on the Accommodation Review.

Three public meetings were held to provide an opportunity for the community to share their comments and input, ask questions, and to suggest solutions on the Accommodation Review and the Initial Staff Report. The public was welcomed to speak at the meeting(s) and encouraged to provide written comments at the meeting, to the school principal, or through the DSBN's website. The public was advised that, after each public meeting, answers to comments or questions received would be posted on the DSBN's website.

A summary of the consultation process and the key themes raised follows:

4.1 Municipal Consultation

Preliminary meetings with affected municipalities were held in March and April, 2016, to obtain information on growth patterns and development potential in the West Niagara Secondary Planning Area, and to explore the potential for community partnership opportunities.

On May 25, 2016, meeting invitations to discuss the proposed accommodation review were sent to Grimsby, Lincoln, West Lincoln and Niagara Region. DSBN staff met with staff from each local municipality and the Niagara Region in June, 2016, to advise that an Initial Staff Report was being prepared for presentation to the Board of Trustees for September 2016, regarding the potential accommodation review. The meetings included general information pertaining to Secondary Planning Area 1, including the programming challenges and an overview of the review process. The municipalities provided initial feedback on the potential accommodation review as well as information on growth initiatives in their area and community partnership opportunities.

After the initiation of the Accommodation Review, DSBN staff met individually with each of the municipalities and the Niagara Region. The following municipal staff representatives attended their respective meetings:

- Town of Grimsby: Chief Administrative Officer, Planning Department, Recreation Department, and the Grimsby Public Library
- Town of Lincoln: Chief Administrative Officer
- Township of West Lincoln: Chief Administrative Officer, Treasurer/Director of Finance. The Mayor also attended the meeting
- Niagara Region: Planning and Development Services, Purchasing Services

The Town of Grimsby staff shared updated information on growth in the municipality as well as their expectations regarding urban area boundary expansion requests to the Province. Town staff had questions about the Initial Staff Report, enrolment, and timing of the review. DSBN staff shared the rationale for the Accommodation Review much of which is related to low enrolment and programming challenges resulting in a need to review Secondary Planning Area 1. Information was provided to Town staff regarding the inputs used to develop enrolment projections. Key points raised by Town staff were related to growth allocations, transit within the town, the potential to reuse one of the school sites rather than build new, site selection should a new school be built, and how to plan for the future use of the school site should it close. The Town expressed an interest in having a secondary school in their municipality, and was willing to work with the DSBN in this regard.

The Town of Lincoln CAO advised he understood why the Accommodation Review is necessary. The meeting discussion largely focussed on the potential for future community partnerships, site selection for a potential new school, future use of the Beamsville District SS property if the school is closed, and potential heritage value of the school. Town expressed desire to have the proposed new school, if approved, located in Lincoln and is willing to work with the DSBN in this regard.

The Township of West Lincoln staff shared information about the municipality, growth trends, future growth, and the planning review underway by the Province, Region, and West Lincoln. Staff had questions and comments about the Initial Staff Report, the recommended option, enrolment projections, and the timing of the proposed school closure. DSBN staff outlined the rationale for the Accommodation Review much of which is related to low enrolment and programming challenges resulting in a need to review the Planning Area. Information was provided to Township staff regarding the inputs used to develop enrolment projections including the draft population growth allocations from the Niagara Region. The Township advised that the Region's growth allocations will change. DSBN staff assured the Township that any new numbers, data, or information, would be reflected in the Final Staff Report. Township staff requested additional information on the grade 8 to 9 retention rates for South Lincoln HS from the elementary schools, which was provided by DSBN staff in a subsequent email. Township staff shared that their understanding from some community members is that the reasons for the loss were related to limited availability in programming choice and extra-curricular activity at South Lincoln HS. As a point of interest, the information on retention rates requested by

the Township showed that, in 2015, approximately 42% of College Street grade 8 students chose to attend a secondary school outside the DSBN system.

The potential to relocate College Street PS into South Lincoln HS, should the secondary school close, was also discussed with Township staff. The Township expressed an interest in having a secondary school in their municipality, and was willing to work with the DSBN in this regard.

Much of the meeting discussion with the Niagara Region was around the Municipal Comprehensive Review and potential for Regional services to be located on former school sites. The Niagara Region provided an update on their Municipal Comprehensive Review, how the draft population numbers were calculated, and the expectation for the final proposed population growth allocations. Additionally, the Region expressed an interest in collaborating with the DSBN on the re-use of school properties for Regional services that may support the community hub concept.

Municipalities were invited to submit written comments on the Accommodation Review. As of the date of this report, no written comments have been received.

4.2 Community Partner Consultation

South Lincoln HS currently has two community partners: The Township of West Lincoln and the West Lincoln Co-op Nursery School. The Township uses the South Lincoln HS facility for recreation through a reciprocal agreement with the DSBN. The West Lincoln Co-op Nursery school provides full-day child care services.

Beamsville District SS has one community partner which is the Beamsville Early Learning and Child Care Centre. This partner provides full-day child care services.

Grimsby SS does not have any community partners.

On May 25, 2016, meeting invitations to discuss the proposed Accommodation Review were sent to the community partners. The notice of the Board of Trustees' decision to initiate the West Niagara Accommodation Review was also sent to community partners. As of the date of this report, written comments have been received from the Beamsville Early Learning and Child Care Centre and DSBN staff has had discussions with the West Lincoln Co-op Nursery School. The details are provided later in this report.

4.3 Public Consultation Process

Three public meetings were held to provide interested parties with an opportunity to hear about the Accommodation Review and to provide their input by way of speaking or submitting written comments. The meetings took place on:

- November 10, 2016, at South Lincoln HS;
- December 15, 2016, at Beamsville District SS; and,
- January 26, 2017, at Grimsby SS;

The minutes of the public meetings are available on the DSBN's website, and will continue to be available until after a final decision is made.

At each meeting, the public was reminded to utilize the DSBN and school Accommodation Review websites to access the relevant information. The website contains the process, important dates, reports and other related documents as well as the opportunity to submit further comments, input, and questions.

The attendance and speaker details for each meeting is as follows:

- South Lincoln HS meeting: a total of 91 people signed in with 13 identifying as members of the community, 60 identifying as parent/guardians of students, 10 identifying as students, and 8 others. There were 11 public speakers.
- Beamsville District SS meeting: a total of 28 people signed in with 11 identifying as members of the community, 13 identifying as parent/guardians of students, 2 identifying as students, and 2 others. There were 4 public speakers.
- Grimsby SS meeting: a total of 198 people signed in with 95 identifying as members of the community, 82 identifying as parent/guardians of students, 8 identifying as students, and 13 others. There were 21 public speakers.

A total of 44 written submissions have been received through the public meetings, through principals, or on the DSBN's website. Answers to key questions asked at meetings or submitted in writing were posted on the DSBN's website following each ARC and public meeting. In addition, at each ARC working meeting following a public meeting, the ARC was provided with answers to questions or topics raised by the public for further discussion.

4.4 Public Consultation Feedback with Information Provided by Staff

The consultation process resulted in several key themes regarding the proposed Accommodation Review and recommended option. These are discussed in the following sections with staff response:

The Proposed Closure of South Lincoln HS

Members of the public raised concerns about the proposed closure specifically around the timing of the closure, impacts on student course selections, and changes to extra-curricular activities.

Information Provided by Staff

As of October 31, 2016 enrolment of South Lincoln HS was 233 students. Projections indicate that enrolment will be 203 students in 2025/2026. A low enrolment creates programming issues such as fewer course offerings, less variety, more combined/multi-level courses, and courses offered in alternate years. This limits student's choice and makes timetable scheduling difficult. At one of the ARC working meetings, Principal Burns shared the following examples of the difficulties a low enrolment school has in providing programming:

- In 2016/2017, South Lincoln HS was not able to offer grade 10 French due to low interest. This impacts the French program, which is essentially eliminated because grade 10 French is a prerequisite for grade 11 French.
- A low enrolment school offers fewer courses at the grade 9 and 10 level than at the senior level, which is augmented with eLearning. For example, a new student who arrived mid-year needed two grade 9 compulsory courses, which were only offered in the first semester. Unfortunately, the only courses available for this student in the second semester were courses the student had already taken at his previous school.

Low enrolment also reduces the number of teaching staff and limits the number of extra-curricular activities, which in turn reduces after school program or sport/club opportunities to students.

Members of the public suggested that South Lincoln HS remain open until the proposed new school is built, should this option be approved. South Lincoln HS already faces the programming challenges associated with low enrolment. Through the accommodation review process, the ARC heard that a number of students opt to

attend a school outside the DSBN system due to programming and extra-curricular activities. This is reflected in DSBN data that shows historically a high percentage of College Street PS grade 8 students leaving the DSBN system for their secondary education. If South Lincoln HS closes later than September 2017 it would be anticipated that more students would opt out of registering at the school due to the limited course options and extra-curricular activities. This would accelerate the existing decline in enrolment and further compound programming issues.

Should South Lincoln HS close in September 2017, the students will have the same choices and opportunities as the students at the receiving schools. The students will be given the opportunity at the beginning of April to select courses at their new schools. The receiving schools will build timetables for all of their students after they have received the new course choices from students impacted as a result of the Accommodation Review.

Size of Proposed Consolidated School

Some members of the public felt that the proposed new consolidated school was too large. The terms super-school and mega-school were frequently used by members of the public to describe the proposed new consolidated school.

Information Provided by Staff

The terms super-school and mega-school are not terms Ontario School Boards use to describe schools. Presumably, the public uses these terms to describe what they feel is a large school size. The challenge with describing school size is that the terms small or large are relative and subjective terms, and often associated with the population and demographic make-up of the community.

In April 2016, the Board of Trustees endorsed an optimal student population of at least 1,000 students for DSBN secondary schools to provide a diverse learning environment with a range of opportunities in programming, extra-curricular activities and services. Secondary schools of over 1,000 students are not new in Niagara. Historically, the DSBN had secondary schools of over 1,000 at a time when birth rates were higher. A.N. Myer SS, E.L Crossley SS, Beamsville District SS, Grimsby SS, and St. Catharines Collegiate all had student populations of 1,200 or more in the late 1970s through to the mid 1980s, some even into the early 1990s. In fact, St. Catharines Collegiate SS and A.N. Myer SS both reached a student population of over 1,500 students during this period and Grimsby SS maintained a student population of between 1,100 and 1,200 all the way through the 1990s until 2002.

The 2020/2021 enrolment of the proposed new school is projected to be 1,420 students. This size of population will provide students a number of benefits, not only in programming, but in specialty courses and extra-curricular activities, and make the school more appealing as a school of choice.

The proposed school will combine offerings of the three schools and includes all secondary pathways, such as Apprenticeship, College, University and Workplace as well as French Immersion and School to Community programs. There will be more course variety for students, particularly in the senior years where students will have more optional course choices to explore new interests or further develop their skills. Students will have access to more specialty programming such as Specialist High Skills Majors or specialties within disciplines. Timetables will be more flexible for students as more courses will be available in each period, and from semester to semester, reducing the need for a student to have to choose between two desired courses. The number of combined courses will be decreased or eliminated.

The proposed school's population will support a larger staff with a broader base of expertise and experience to meet student interests. A larger student population along with a larger staff complement means there will be more choice in extra-curriculars, which includes clubs, special activities, leadership and community development, along with a greater variety in athletics, technology and the arts. A more diverse student population makes it easier for students to find their niche based on the premise that in a larger school there is something for everyone.

Individual Student Needs

Members of the public raised concerns that with a large school the students would be lost or "just a number", students wouldn't have the support or resources needed to help with their transition, and the incidence of bullying would increase.

Information Provided by Staff

A larger school will not increase class sizes, reduce teacher-student time, or reduce resources available to meet individual student needs. Class sizes are set by the Ministry of Education and the Collective Agreement which means the class size stays the same no matter the size of the school. A school of 250 students will have the same class size limits as a school of 1,500 students.

Staff allocated to a school are based on enrolment and student needs at the school. A larger school will have a larger staff complement. For example, in a school of more than 1,000 students, one principal and two vice-principals would be allocated. Students would experience the same student-teacher ratio as they experience now.

Resources to support student's individual needs will continue to be available. This includes student success teachers, youth counsellors, social workers, guidance counsellors, and special education teachers. The number of support staff allocated is based on the enrolment of the school and student needs. In a school with low enrolment, support staff may be shared with another school, which means the staff person is only available part of the day at each school to support students. For example, Beamsville District SS, Grimsby SS and South Lincoln HS are currently supported by 1 social worker and 1 youth counsellor that travel between the 3 schools. The proposed consolidated school would allow support staff to remain at the school site all day. A higher enrolment would allow teams of staff to support students, and more speciality supports (e.g. a math teacher supporting special education) or multiple guidance staff available in each period of the day.

Bullying is an issue that schools of all sizes face. There is a misconception that bullying would occur more often in a large school than in a small school. The topic has received a great deal of attention and all Ontario School Boards have policies and resources in place around bullying. The DSBN established Policy G-29, Safe and Accepting Schools: Bullying Prevention and Intervention, to address the issue. Under Policy G-29, all DSBN schools are required to develop and implement school-wide bullying prevention and intervention plans. Schools have procedures to support students in reporting bullying incidents safely, and implement bullying prevention strategies for promoting a positive school climate.

Students at schools are educated on the issue of bullying and prevention, and provided with information on what to do if bullying occurs. In fact, at the Grimsby SS public meeting, which was held in the school cafeteria, one member of the public pointed out that the cafeteria had a number of posters to raise awareness of bullying. Students often take the lead in raising awareness by organizing and participating in anti-bullying awareness events and campaigns. Last year, Beamsville District SS students held an entire week of anti-bullying events to raise awareness and keep their peers engaged in the topic.

New School Amenities

The public raised concerns that the proposed new school would not provide the same amenities, or be of the same quality, as their existing school.

Information Provided by Staff

The purpose of an accommodation review process is to address accommodation and programming challenges at a school or schools within a Planning Area. Solutions are developed with the students' best interests in mind.

Recent DSBN accommodation reviews have had positive outcomes. Several new schools opened with programming, facilities, and services for students that were a significant improvement over their previous school. Positive feedback has been received from parents/guardians describing how their child has transitioned well into the new school and benefitted from the improvements.

The DSBN recently completed an accommodation review that consolidated Fort Erie SS and Ridgeway-Crystal Beach HS into the new Greater Fort Erie SS that will open in September 2017. Features of the two existing schools include shops, cosmetology, hospitality and tourism, a student-run restaurant, and sports fields. The new Greater Fort Erie SS will include features of the two schools, including the restaurant, and other new features such as a performing arts centre, a sports field with synthetic turf field and a track, and a facility that will have the latest technologies for student learning.

The DSBN also takes care to design new schools to be visually appealing, integrate with the character of the community, and represent something the students and community can be proud of. New schools have integrated features from the previous schools wherever possible. Twenty Valley PS in Vineland integrated the façade of the previous school into its main entryway and won the 2015 Niagara Community Design Award for excellence in architecture. John Brant PS in Ridgeway was designed with many of the heritage aspects of the previous building and reflects the quaint character of the Ridgeway community.

The DSBN consistently develops accommodation review solutions that improve the current situation of the schools under review, not ones that maintain status quo or have inferior results. The proposed new school solutions for this review would be no different.

Concerns with Student Transition

Concerns and questions related to the individual student needs, awards and bursaries, the transitioning of South Lincoln HS students, and naming of the schools were raised during the public meetings.

Information Provided by Staff

The DSBN's Accommodation Review Policy F-2 sets out that a Transition Team is to be established to help facilitate the amalgamation into a new school setting. The Transition Team would be chaired by the Area Superintendent, and include principals, parents/guardians, staff and student representatives of all three secondary schools. The Team would identify the issues, needs, and responsibilities related to the transition. They would also monitor the progress of transition activities and the well-being of students affected.

Should the recommended option be approved a Transition Team will be established for the closure of South Lincoln HS in phase 1, and a new Transition Team will be established for the subsequent closures of Grimsby SS and Beamsville District SS in phase 2.

Alternative Solutions

During the consultation process, members of the public from each community expressed a desire to have their respective secondary school remain open and suggested alternative solutions be considered. One suggestion was specifically made that either Grimsby SS or Beamsville District SS close and South Lincoln HS remain open. Other suggestions were made to keep Grimsby SS open and develop solutions for the other review schools.

Information Provided by Staff

The low enrolment at South Lincoln HS and Beamsville District SS creates programming challenges. Enrolment would have to be increased at both schools in order to alleviate programming concerns. In addition, the ability of the receiving school to accommodate an increased student population needs to be considered. The existing enrolment and capacity of the three secondary schools is as follows:

SCHOOL	CAPACITY	ENROLMENT (OCT 2016)	FACILITY UTILIZATION (2016)
Beamsville District SS	1,038	495	48%
Grimsby SS	1,209	676	56%
South Lincoln HS	390	233	60%

A scenario where all three schools are consolidated into one of the existing secondary schools would require significant additions and upgrades to the receiving school in order to accommodate the consolidated population. Additions would impact the existing outdoor spaces, fields, parking and bus-loading zones due to existing site size and school building/site configuration. The following are alternative school consolidation scenarios where two schools remain open:

1. Grimsby SS and South Lincoln HS remain open; Beamsville District SS closes:

- Closing Beamsville District SS and consolidating students into Grimsby SS does not address the low enrolment or programming challenges at South Lincoln HS.
- Closing Beamsville District SS and consolidating students into South Lincoln HS would require substantial upgrades as well as a significant addition to South Lincoln HS to accommodate the students.
- Closing Beamsville District SS and dividing the student population amongst Grimsby SS and South Lincoln HS may be a short term, temporary solution for programming challenges at South Lincoln HS/Beamsville District SS but it would not result in an enrolment that would sustain viable programming at the secondary school over the long term. Significant upgrades and additions would be required at South Lincoln HS under this scenario.

2. Beamsville District SS and South Lincoln HS remain open; Grimsby SS closes:

- Closing Grimsby SS and consolidating students into Beamsville District SS does not address the low enrolment or programming challenges at South Lincoln HS.
- Closing Grimsby SS and consolidating students into South Lincoln HS does not address the low enrolment and programming challenges at Beamsville District SS and would require substantial upgrades and additions to South Lincoln HS to accommodate the students.
- Closing Grimsby SS and dividing the student population amongst Beamsville District SS and South Lincoln HS may be a short term, temporary solution for programming challenges at South Lincoln HS/Beamsville District SS but it would not result in an enrolment that would sustain viable programming at the secondary school over the long term. Significant upgrades and additions would be required at South Lincoln HS under this scenario.

None of the above scenarios, or any scenario where two schools remain open in the planning area, were found to be practical long term solutions.

Other alternative scenarios that were considered are detailed in the Initial Staff Report.

Shared Boundary

Offering current South Lincoln HS students the option to attend either Grimsby SS or E.L. Crossley SS was suggested. This would require a temporary shared secondary school boundary be established.

Information Provided by Staff

Shared school boundaries are not ideal and result in administrative and operational inefficiencies, and enrolment challenges. Where possible, the DSBN has been reducing the number of shared boundaries. From time to time, however, Board staff recognizes that situations arise where a temporary shared boundary will have minimal additional cost or operational requirements but have a significant impact on easing student transition as a result of an accommodation review.

Staff proposed that all South Lincoln HS regular track students in Zone C be boundaried to E.L. Crossley SS beginning September 2017. The recommendation would result in the splitting of the current grade 11 class of students as they advance to grade 12 at different schools to graduate. During the consultation process, the community expressed a desire that students be given the option to attend either Grimsby SS or E.L. Crossley SS. In response to this, a temporary shared boundary is recommended to allow next year's grade 12 South Lincoln High School regular track students in Zone C the choice to attend either E.L. Crossley or Grimsby SS.

Amalgamation/Partnership with the Coterminous Board

Suggestions were put forward that the DSBN and Niagara District Catholic School Board (NCDSB) work together to join the DSBN and NCDSB students in each community into the secondary school within that community.

Information Provided by Staff

The consultation process provides the opportunity to hear and consider solutions presented by the community and the ARC. As a result, the DSBN contacted the NCDSB to inquire about a joint venture. The NCDSB indicated it had no interest as Blessed Trinity Catholic SS meets the programming and extra-curricular needs of their students.

The Education Act sets out that the Lieutenant Governor in Council may make regulations for the establishment of the four publicly funded school boards, and the dissolution or amalgamation of any district school board. Therefore, merging two school boards is beyond the scope of an accommodation review or the jurisdiction of the two boards.

Transportation

Transportation issues primarily related to, bus ride times, costs, safety issues, and the availability of a late bus were shared. The most common concern was that bus ride times would increase for South Lincoln HS students particularly those living in the rural areas of West Lincoln. Some people were concerned that the availability and scheduling of the late bus would become inconvenient for students resulting in longer walks to/from the bus stop or impacting a student's ability to participate in extra-curricular activities.

These issues are addressed below in the Transportation section of this report.

Heritage

A few members of the public, as well as the Town of Lincoln's CAO, raised the potential heritage value of the Beamsville District SS building. Suggestions were made that the DSBN collaborate with the Towns and local Heritage Committee to ensure the architectural features of the original school and 1924 addition are maintained and a positive outcome is reached for the community. Similar comments were received from the public and Town of Grimsby related to the heritage value of the Grimsby SS school building.

Information Provided by Staff

Beamsville District SS was built in 1917 and will be 100 years old next year. Many of the additions to the school are over 50 years old with the first addition completed in 1924. The heritage designation process is separate from an accommodation review and led by local municipalities often with input from the local Heritage Committee. It is the understanding of the DSBN that the Town of Lincoln's Heritage Committee is currently researching the heritage value of the school for presentation to Town Council to consider a heritage designation. At the Board meeting of January 24, 2017, Trustees authorized staff to advise the Town of Lincoln that the DSBN does not object to the heritage designation of the 1917 and 1924 portions of the school. The DSBN looks forward to working with the Town of Lincoln in recognizing the historical significance of these portions of the Beamsville District SS.

The DSBN understands that the Town of Grimsby is also investigating the heritage value of Grimsby SS. At this time, the Board of Trustees has not received any formal request and, therefore, has not had an opportunity to consider the matter.

Enrolment Projections & Methodology

Members of the public questioned the DSBN's enrolment projections, data sources used, and methodology.

Information Provided by Staff

Enrolment projections, methodology, and future growth are frequently raised by the community during accommodation reviews.

The basic inputs for generating projections include current enrolment, grade to grade retention rates, and progression rules for secondary projections or birth rate data for elementary projections. The DSBN Planning

department uses a sophisticated software program, SPS Plus, to track and analyse data, and generate projections.

The grade-to-grade retention rates capture any gains or losses in enrolment that a school may experience as a result of the transitions that are occurring in the local school environment, such as migration of families, new residential growth, and student transfers to and from the school system. Retention rates are essentially a comparison of the number of students in one grade to the number of students in the previous grade in the previous year. For example, if a school had 100 grade 10 students in 2015 and 95 grade 11 students in 2016, the grade retention rate would be 0.95. The SPS Plus program tracks historic student movements, and summarizes the grade-by-grade, year-by-year, progression of students, to generate specific average retention rates for each grade, within each program, at each school. The average retention rates are then applied to current enrolments to create a forecast.

The grade-to-grade retention rates most objectively reflect growth trends in a particular area. If an area is attracting families with children, the grade-to-grade retention rate could be over 1.0 as the new children enter the local school and enrolment numbers from one grade to the next show an increase.

Progression rules reflect the student movement between schools and school systems, or programs, such as grade 8 students moving to grade 9 or kindergarten students moving into grade 1 French Immersion. For example, if there are currently 30 grade 8 students at an elementary school and 28 proceed to a certain secondary school the next year, the progression rule between that elementary and secondary school is 93%. For secondary school projections, the progression rules are averaged and applied to the grade 8 feeder schools to generate the projected number of grade 9 students for a specific secondary school the following year.

A factor to consider when developing enrolment projections is new growth in a community. The DSBN Planning staff regularly obtain data on new growth in communities from the municipality, developer, and site visits. Building permit information and planning applications for new residential development are circulated by the local municipality to the DSBN. Developers are contacted by DSBN Planning staff for information and updates on how many houses are being built, sold, how quickly, and the general demographic trend of the purchasers. From time to time, DSBN staff will do a site visit to a new residential development to determine how far along construction is. All of this information is maintained by DSBN Planning staff in a separate database that is regularly updated.

Enrolment projections can be adjusted using a pupil yield to capture students from planned new growth in a community. A pupil yield is the number of students the DSBN receives at a school from a specific housing type. Pupil yields are generated by the SPS Plus program using housing structure data from the Municipal Property Assessment Corporation (MPAC) and student information. Both the housing structure and student information data is geocoded allowing SPS Plus to determine how many students a DSBN school receives from a particular housing type, age, and geographic area. DSBN Planning staff update pupil yields annually to reflect changes in demographics and housing demands over time.

Pupil yields can then be used to calculate the projected number of students from a new development that are over and above what is captured by retention rates. The number of residential units in each new development plan is multiplied by the associated pupil yield to generate a projected number of students over the years. The projected number of additional students in each year is distributed across the grades (9 to 12) as well as the elementary grades that will feed into the secondary school in the enrolment projection.

The rate of housing development and type of new housing has an impact on the enrolment projected from new developments. Historic DSBN data shows that pupil yields are much lower for higher density housing types versus single detached homes. The following table illustrates how the rate of growth and housing type can impact the number of students expected from a hypothetical new 5,000-unit residential development:

Number of New Units Proposed	Housing Type	Rate of Growth	Number of Units Built Per Year	Pupil Yield	Students Generated
5,000	Single detached	10 years	500	7.5 students per 100 homes	37.5 students per year over 10 years
5,000	Single detached	1 year	5,000	7.5 students per 100 homes	375 students in one year
5,000	Townhouses/ Apartments	10 years	500	2.5 students per 100 units	12.5 students per year over 10 years
5,000	Townhouses/ Apartments	1 year	5,000	2.5 students per 100 units	125 students in one year

The DSBN’s projections are based on the analysis of documented data on current enrolment and historic enrolment trends, and from reliable external sources such as the Niagara Region, the local municipalities, Statistics Canada, the Municipal Property Assessment Corporation, and the home developers. The data and information used is the most up to date information available at the time of analysis.

The DSBN’s methodology for developing enrolment projections, as well as the SPS Plus software, is commonly used amongst school boards in Ontario. DSBN staff are satisfied that the projections developed are sound and properly reflect enrolment and growth trends in the planning area.

Future Growth in the Planning Area

The future population growth in the municipalities has been raised by the public and the local municipalities. Questions were primarily related to how future growth would impact secondary school enrolment in the area and, if the schools are closed now, would another school be needed in the future.

Information Provided by Staff

Future growth in the Planning Area is expected and the Province and Niagara Region are currently undertaking comprehensive reviews of their planning documents. The Province has forecasted population growth to 2041 and each community must use the provincial forecasts as a basis for planning. For Niagara Region, the provincial forecast shows the population growing from approximately 450,000 as of 2015 to 543,000 by 2031, and 610,000 by 2041. The Niagara Region is responsible for distributing the provincial population forecasts amongst the 12 municipalities and establishing where and how growth should be accommodated.

The Niagara Region prepared draft population growth scenarios for the allocation of the provincial forecast amongst the 12 municipalities. DSBN Planning staff used the Region’s population allocations and its own historic pupil yield and housing growth rate data to develop 10-year enrolment projection scenarios that would capture future growth in the planning area. The Initial Staff Report presented 3 enrolment projection scenarios for each secondary school. One scenario represented the projected enrolment under current growth trends. That is, the future enrolment expected at each secondary school if the growth patterns the municipalities are experiencing today remain unchanged into the future.

The other two scenarios incorporated the Niagara Region’s draft population allocations to create a medium growth and high growth scenario. These enrolment projection scenarios incorporated growth over and above current trends to show the enrolment of the secondary schools. The results indicated that, even under a high population growth scenario, not enough additional students would be generated to alleviate low enrolment and facility utilization issues at the schools under review.

In December, 2016, Regional staff finalized the preferred population growth allocation option for Niagara, which was presented and recommended for endorsement by the Region’s Planning Committee but deferred at the subsequent Regional Council meeting due to concerns raised by the City of Welland. The preferred option is expected to be presented again to Regional Council in late March, 2017. DSBN staff updated the growth enrolment projection scenario to reflect the Region’s preferred allocation option. The following tables show a summary of the future growth projections compared to the current trends (status quo) growth projections.

Beamsville District SS Projected Enrolments			
Scenario	2017	2021	2026
Current Trends (Status Quo)	500	535	476
Current Trends plus Future Growth	500	536	479

Note: October 31, 2016 enrolment: 495

Grimsby SS Projected Enrolments			
Scenario	2017	2021	2026
Current Trends (Status Quo)	660	686	659
Current Trends plus Future Growth	660	687	660

Note: October 31, 2016 enrolment: 676

South Lincoln HS Projected Enrolments			
Scenario	2017	2021	2026
Current Trends (Status Quo)	216	221	203
Current Trends plus Future Growth	217	224	217

Note: October 31, 2016 enrolment: 233

Over the forecast period (to 2026), Beamsville District SS would gain an additional 3 students, Grimsby SS would gain an additional student, and South Lincoln HS would gain an additional 14 students under the future growth scenario. The projected future growth does not generate enough additional students to alleviate low enrolment and facility utilization issues at the schools under review.

There are a number of reasons that the Niagara Region’s forecasted population growth does not translate into a large number of additional students. The rate of growth, demographic profile of the community, and type of housing are all influencing factors.

The Niagara Region's forecasted population growth for each municipality will take a number of years to materialize. Niagara Region's overall rate of growth has been slow although not evenly distributed. Over the last Census period (2006 – 2011), the Niagara Region population grew by 0.9%, well below the Provincial average of 5.7%. The West Niagara municipalities' population growth rates were higher than the Regional average and some more consistent with Provincial average. Grimsby's population grew by 5.8%, Lincoln by 3.5%, and West Lincoln by 5.1%.

Although a municipality's population may be growing, it does not necessarily mean an increase in the number of children. It is important to consider the demographic make-up of the population growth. A great deal of the population growth during the last Census in Niagara including Grimsby, Lincoln, and West Lincoln, was in the senior population. The Niagara Region recently completed a Municipal Comprehensive Review (MCR)¹ that included an analysis of population growth and demographic patterns in Niagara. The Review found that Niagara Region's senior population (over 65 years old) represented 18.4% of the total population and the 55 years or older group represents 32.2% of the total population as of the last census. By comparison, the Provincial average for the senior population was 15% and 27% were over 55 years old. It is expected that Niagara's senior population will continue to grow and represent 25% of Niagara's population by 2041. Another significant finding of the MCR for Niagara was that the increase in out-migration by young adults coupled with much lower levels of in-migration of 30 to 40 year olds results in a reduction in the in-migration of children. For instance, the number of people between 20 and 29 years of age who left Niagara from 2006 to 2011 increased 4 times over the previous five-year period.

A recent population study completed by the Niagara Workforce Planning Board, in conjunction with Brock University researchers², resulted in similar findings regarding the growth and demographics of the Niagara Region population. The study found that Niagara's overall growth is slow, and the majority of growth is in the senior population while the school aged (0 to 14) and the predominant child bearing aged (30 to 44) population has declined.

The next decade of residential development in the Niagara Region will reflect a different pattern than seen historically. Niagara's residential development has traditionally been mostly single-detached homes on large lots. Today's Provincial and Regional planning policies restrict urban area boundary expansions and encourage more compact growth. New housing development will shift to more high density housing formats, such as townhomes and apartment buildings, rather than single-detached dwellings. These housing formats yield fewer students.

It may seem contradictory that enrolment can decline while the population and housing base of a municipality increases but it emphasizes the fact that the underlying demographic characteristics of the population are a more important determinant of the school-age population than the size of the community's housing base.

Student Retention Rates

The loss of grade 8 DSBN students to other school systems was raised as a concern, and it was suggested that the DSBN consider ways to retain these students to improve enrolment and potentially avoid South Lincoln HS closure.

¹ Municipal Comprehensive Review Phase 1 and 2 Background Report, Niagara Region, March 11, 2016

² Niagara Population Study Yields Surprise, St. Catharines Standard, January 24, 2017

Information Provided by Staff

While principals of both secondary and elementary schools work together to encourage grade 8 students to attend a DSBN secondary school, the grade 8 to 9 student retention rate for the planning area remains a concern as students choose to leave the DSBN to attend a secondary school in another school system. Of the 5 DSBN secondary planning areas, this planning area experiences the highest loss of grade 8 students, and the lowest gain of grade 9 students, to/from another school system. All three secondary schools within the planning area experience notable grade 8 student loss from their feeder elementary schools. For example, in June 2016, 34.4% of College Street PS grade 8 students, 37.5% of Smith PS grade 8 students, and 22% of Senator Gibson PS grade 8 students chose to leave the DSBN for their secondary education.

Throughout the Accommodation Review the ARC has heard that grade 8 DSBN students are choosing to attend Blessed Trinity Catholic SS in Grimsby for more choice in programming and extra-curricular activities as well as eligibility for transportation. The same reason was given by the Township of West Lincoln staff at one of the recent meetings. Blessed Trinity Catholic SS is the NCDSB secondary school in Grimsby and it serves students in Grimsby, Lincoln, and West Lincoln. This large boundary area provides Blessed Trinity Catholic SS with an enrolment of nearly 1,100 students, which allows for a better range of program and extra-curricular choice. On the other hand, the DSBN has 3 secondary schools within the same boundary area as Blessed Trinity Catholic SS and, as a result, experiences difficulties with sufficient enrolment at the schools. The student population in the planning area is simply not enough to sustain 3 viable secondary schools. This is reinforced by a projection scenario that was developed to demonstrate the impact on South Lincoln HS enrolment if 100% of grade 8 students at the elementary feeder schools chose to attend South Lincoln HS. Enrolment at South Lincoln HS under a best case scenario would increase and peak at 320 in the 2023/2024 school year but it is still not sufficient to support a viable secondary school. The projection scenario is attached as Appendix A.

Community Partnerships/Community Hub

The potential for schools to develop community partnerships and be part of a community hub was raised. The West Lincoln Co-Op Nursery School located at South Lincoln HS provides students with opportunities for co-op placements or to volunteer time. A desire for the DSBN to continue the partnership with West Lincoln Co-Op Nursery School was expressed. There was some concern that if the school closes there will not be a lot of time for the child care facility to relocate.

The Beamsville Early Learning and Child Care Centre submitted a letter that raised concerns about the impact of the closure of Beamsville District SS on their business.

Information Provided by Staff

The DSBN has always been committed to maintaining good relationships and collaborating with its community partners. Community partners are considered during any accommodation review and, where school closures occur, arrangements are made to ensure the community partner's operation can continue during any transition period and that space in the new school is made available to the community partner if they wish to relocate. Recent examples include the collaboration with A Child's World daycare to relocate the daycare operation from the closed Crystal Beach PS into the newly opened John Brant PS.

Space for A Child's World daycare in Pelham will be available in the newly renovated Wellington Heights PS and the daycare has been accommodated during the construction period to allow for continued service.

Staff has been communicating with the West Lincoln Co-Op Nursery School to assure them that space at South Lincoln HS for their operations will continue to be available should the school close. Similarly, the DSBN will be pleased to work with the Beamsville Early Learning and Child Care Centre for continued daycare services at the proposed new school.

The community hub concept is a Ministry of Education and Ministry of Municipal Affairs and Housing initiative. A community hub can be a school, a neighbourhood centre, or another public space that offers coordinated services such as education, health care, and social services. The Ministries encourage the municipal and education sectors across the province to plan together for the creation of community hubs where appropriate. The DSBN has had discussions with all the affected local Municipalities and the Niagara Region in this regard, and will continue into the future.

The DSBN works with its partners through accommodation review processes to identify potential opportunities. Examples include:

- The DSBN and the Town of Fort Erie are working together to fund a performing arts centre at the Greater Fort Erie SS.
- An agreement between the DSBN and City of St. Catharines for Harriet Tubman PS that gives students use of the municipal park during school hours while after hours the City is able to offer recreation programming in the school's gym.
- A joint venture between the DSBN and the Welland Public Library to have a new public library accommodated at Diamond Trail PS.

5. RECOMMENDED ACCOMMODATION OPTION

The DSBN's Accommodation Review Policy F-2 sets out that the Initial Staff Report include a proposed accommodation option for the West Niagara Secondary Accommodation Review. The Final Staff Report must provide a recommended option, which could be different from the proposed option. Having completed the consultation process, and after reviewing and considering the information and data provided, the recommended accommodation option for the West Niagara Secondary Accommodation Review is:

To close the three secondary schools in Planning Area 1 and build a new school for the 2020/2021 school year with priority given to a site location within the planning area below the Niagara Escarpment.

The recommended option, should it be approved, could be completed as follows:

June 2017: South Lincoln HS closes for instructional purposes as of June 30, 2017.

September 2017: As of September, 2017, regular track students residing in Zone A and B (Appendix B) are directed to Grimsby SS. Grade 9, 10, and 11 regular track students residing in Zone C (Appendix B) are directed to E.L. Crossley SS.

Extended French students residing in Zones A, B, and C will continue to attend Grimsby SS. Students in SSTW and SSTC residing in Zones A, B, and C will continue to attend Beamsville District SS. School boundaries are adjusted accordingly.

For the 2017/2018 school year, Grade 12 students residing in Zone C will have the option to attend Grimsby SS or E.L. Crossley SS.

2017-2020:	Planning and construction of new secondary school.
June 2020:	Beamsville District SS and Grimsby SS are closed for instructional purposes as of June 30, 2020.
September 2020:	New secondary school opens and all students from Beamsville District SS and Grimsby SS will attend the new school. School boundaries are adjusted accordingly.

Rationale

The rationale for the recommended option remains the same as detailed in the Initial Staff Report. The following key points summarize the rationale:

- The proposed option will bring together communities, teachers, and resources into a single school, which will provide the benefits of a larger school population.
- Students will benefit from an increased variety of programming, extra-curricular activities, and school services.
- A new school facility will provide students and teachers with innovative and modern technology and facilities.
- Students will have more choice, more optional courses and specialty programs to explore their interests and develop their skills, with more flexibility in timetables.
- A larger staff with a broader base of expertise and experience will be available to meet students' needs and interests.
- A larger teaching staff means teachers can be part of a larger group with the same specialization, and are less likely to teach outside of their area of expertise.
- Students can enhance their learning by exposure to a larger school community of peers and educators.
- A larger and more diverse student population makes it easier for students to find their niche, based on the premise that in a larger school there is something for everyone.
- During the period that the proposed new school is being built, there will be minimal disruption to students with only one transition for their secondary education.
- Improved enrolment levels and facility utilization rates can be achieved with a single consolidated school rather than maintaining three lower enrolment and/or underutilized schools.
- Should a consolidated school be built with a capacity of 1,500 students, the facility utilization rate would be 95% in 2020/2021. The consolidated enrolment projections can be found in Appendix C.
- The consolidation would reduce surplus pupil spaces by approximately 1,100 in the Planning Area based on a 2020/2021 opening year.
- There will be cost savings and efficiencies that are associated with maintaining one school instead of three schools.
- The proposed option will improve the Grade 8 to 9 retention rates in West Niagara due to a broader, enhanced program and extra-curricular activities with more flexibility for student timetables.

Proposed Location for New School

The DSBN uses its Planning Guiding Principles to help guide optimal planning, decision making, and facility construction (Appendix D). The location of the proposed new secondary school should be centrally located to

the student population to minimize student travel distances. The West Niagara Secondary Accommodation Review area is very large geographically making it important to select a location that is as equally accessible to all the communities as possible. DSN Planning staff used a Geographic Information System program to determine the geographic midpoint of the student population in the planning area. Attached as Appendix E is a map showing two geographic midpoints of the population.

The midpoint depicted by the orange circle represents the geographic midpoint of the entire student population excluding Zone C students proposed to attend E.L. Crossley SS. This location falls in a rural area on the Niagara Escarpment. This is not an ideal location for a school because there are a number of natural heritage and hazard land features in the area that are subject to development restrictions under the applicable provincial and municipal plans. Given that the majority of the student population is located in the urban areas of Grimsby and Beamsville, a second midpoint (blue) was developed based on the student population below the Escarpment. The midpoint falls in the vicinity of the Grimsby-Lincoln municipal border near King Street and is only approximately 2.8 kilometres further north from the midpoint for the entire geographic area. It would be accessible by major roads such as King Street and three nearby Escarpment road crossings. This second midpoint is considered an ideal location to centrally serve Secondary Planning Area 1, and is being suggested as the general location to explore for the proposed new secondary school.

Funding

The proposed accommodation option would require capital investment funding and approval from the Ministry of Education and will be requested through the School Consolidation Capital funding application.

Appendix F is the financial summary for the recommended option.

Transportation

Transportation Policy J-01 will be applied to students in the new Grimsby SS and E.L. Crossley boundaries beginning in the 2017/2018 school year, and subsequently to all students in the proposed new school's boundary beginning in the 2020/2021 school year. The Policy sets out distance and hazard criteria that qualify students for transportation services and stipulates that, whenever possible and practical, the transportation ride time is not expected to exceed one hour.

Niagara Student Transportation Services (NSTS) completed a review of both phases of the recommended accommodation option. Transportation simulations were developed for expected ride times and costs but do not account for potential impacts of the proposed temporary shared boundary, should it be approved. A preliminary analysis suggests that a temporary shared boundary would result in minimal additional costs or impacts on ride times. A full analysis will be prepared for the March 28, 2017 Board meeting.

Under the first phase, the simulation projects that students in Zones A and B travelling to Grimsby SS would experience an increase in average bus ride time from 22 minutes to 27 minutes with nearly 70% of students having a bus ride time less than 30 minutes, 97% of students will have a ride time less than 50 minutes, and no students will have a bus ride time of over 60 minutes. Students in Zone C travelling to E.L. Crossley SS are projected to experience the same average bus ride time of 22 minutes with 89% of students having a bus ride time of 30 minutes or less and 100% of students having a ride time of 40 minutes or less.

An additional 2 large buses and 5 small buses will be needed to transport Zone A and B students to Grimsby SS. Existing buses to E.L. Crossley SS can be utilized to transport Zone C students. The additional cost of phase 1 of the recommended option is projected to be \$198,700 (excluding HST) in the first year. The transportation

simulation to support phase 1 was based on current school bell times, including those for Grimsby SS and E.L. Crossley SS. As new school boundaries and transportation schedules normalize, annual costs are expected to decrease as efficiencies are found through capacity reviews of actual ridership and bell time adjustments. While the recommended option adds more buses and costs, overall, transportation savings for the West Lincoln area are still realized.

Under phase 2, for the proposed new school build at the suggested location, the simulation projects that students in Zones A and B would experience an increase in average bus ride time from 22 minutes to 30 minutes with 50% of students having a bus ride time less than 30 minutes, and 96% of students will have a ride time less than 50 minutes. The simulation indicates that 0.5% of students would have a ride time just over 60 minutes at 62 minutes. Beamsville District SS students would experience a decrease in average bus ride time from 18 minutes to 16 minutes with 83% of students having a bus ride time less than 30 minutes, 95% of students will have a ride time less than 50 minutes. The simulation indicates that 0.1% of students would have a ride time just over 60 minutes at 62 minutes. Grimsby SS students would experience a decrease in average bus ride time from 17 minutes to 11 minutes with 98% of students having a bus ride time less than 30 minutes. It is projected that 0.4% of students would have a ride time just over 60 minutes at 61 minutes.

An additional 3 large buses and 1 small bus will be needed to transport students to the proposed new school. The transportation simulation to support phase 2 was based on current school bell times, and a small adjustment for secondary bell times to 9:15 a.m. for the proposed new build. The additional cost of phase 2 of the recommended option is projected to be \$172,000 (excluding HST) in the first year. The total cost of phase 1 and 2 are expected to be \$370,700 (excluding HST). As new school boundaries and transportation schedules normalize, annual costs are expected to decrease as efficiencies are found through capacity reviews of actual ridership and bell time adjustments.

NSTS is a consortium between the DSBN and the NCDSB for the provision of transportation services to the students of both Boards. NSTS has been providing transportation to Blessed Trinity Catholic SS students for a number of years and because the Blessed Trinity Catholic SS boundary is nearly identical to the boundary being proposed by the DSBN for the consolidated school, travel times to Blessed Trinity Catholic SS serve as a real-world example of what can be expected. NSTS provided bus ride time statistics for West Lincoln students that attend Blessed Trinity Catholic SS that show 59% of students have a ride time of less than 30 minutes and 98% of students less than 45 minutes. This is fairly consistent with the simulation developed by NSTS for students in Zones A and B traveling to the proposed new consolidated school (phase 2).

Late bus service is available to DSBN students who participate in extra-curricular activities and reside in rural areas that are distant from the school. Students using the late bus would be dropped off at centralized locations within their home community and parents/guardians arrange to get their children home from centralized bus stops. Late bus times are established by school principals based on after school activities, and can change through the school year with a change in activity. Students living in West Lincoln would continue to receive late bus service from the school they will attend: Grimsby SS, E.L. Crossley SS, and, in the future, the proposed new secondary school.

6. FUTURE CONSIDERATIONS

The recommended option for the West Niagara Secondary Accommodation Review has the potential to address facility and capacity concerns at College Street PS. Should the Board of Trustees decide to close South Lincoln HS for instructional purposes, it is recommended that College Street PS students be relocated to South Lincoln

HS for September 2017 or January 2018. Relocation would be subject to a study that would determine the feasibility of renovating South Lincoln HS into an elementary school. The results of the study could be presented in a report at the April 2017 Program and Planning Committee Meeting.

7. TIMELINES

Public delegations will be received at the February 28, 2017, Board Meeting. Following the delegations, a summary of the public delegations will be prepared as an Addendum to the Final Staff Report. The Final Staff Report and Addendum will be brought forward to the Board of Trustees for consideration at the March 28, 2017, Board Meeting.

8. RECOMMENDATION

That the Board of Trustees receive the West Niagara Secondary Accommodation Review Final Staff Report.

9. APPENDED DATA:

- APPENDIX A: South Lincoln HS Projection with Hypothetical 100% Grade 8 Retention
- APPENDIX B: Residential Locations of Families with Children Attending West Niagara Secondary Schools for Regular Track in 2016-2017
- APPENDIX C: Consolidated Enrolment Projections
- APPENDIX D: Planning Guiding Principles
- APPENDIX E: Geographic Midpoints of Secondary School Students Locations in West Niagara
- APPENDIX F: Consolidated Scenario West Niagara Secondary Schools Financial Impact

Respectfully submitted,

Kelly Pisek
Superintendent of Education

Warren Hoshizaki
Director of Education

February 9, 2017

South Lincoln HS

Scenario: 273

OTG Capacity: 390.0

Municipality: West Lincoln

Status: Active

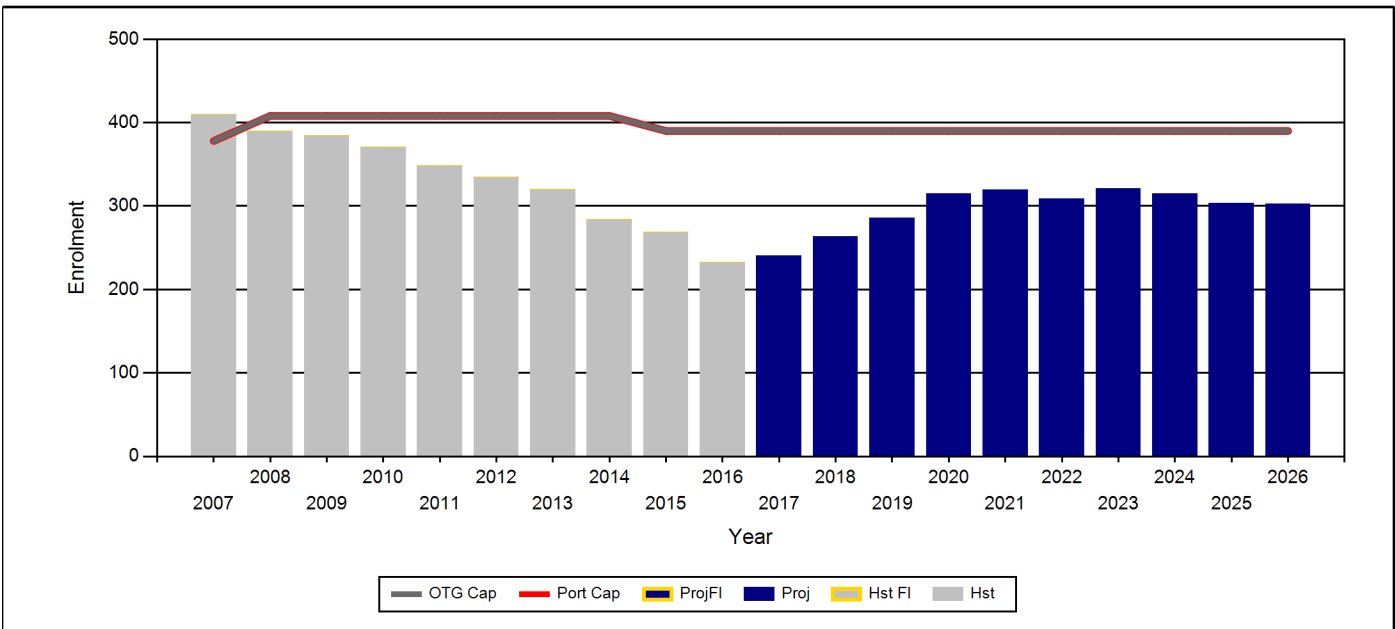
Portable Capacity:

Planning Area: Grimsby, Lincoln & West Lincoln

School Type: Secondary

Portables:

Admin Area: Area 6A



Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2007	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	69.0	106.0	105.0	130.0	410.0	108.5%
2008	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	87.0	74.0	104.0	125.0	390.0	95.6%
2009	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	76.0	94.0	78.0	137.0	385.0	94.4%
2010	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	79.0	77.0	97.0	118.0	371.0	90.9%
2011	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	74.0	77.0	77.0	121.0	349.0	85.5%
2012	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	85.0	77.0	77.0	96.0	335.0	82.1%
2013	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	74.0	83.0	74.0	89.0	320.0	78.4%
2014	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	65.0	64.0	75.0	80.0	284.0	69.6%
2015	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	50.0	61.0	66.0	92.0	269.0	69.0%
2016	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	47.0	49.0	61.0	76.0	233.0	59.7%

Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2017											74.7	45.3	48.2	72.1	240.2	61.6%
2018											90.5	71.8	44.5	56.9	263.8	67.6%
2019											75.9	87.1	70.5	52.6	286.1	73.4%
2020											72.9	73.0	85.4	83.3	314.7	80.7%
2021											76.3	70.1	71.7	101.0	319.1	81.8%
2022											80.7	73.9	69.3	85.2	309.1	79.3%
2023											87.3	78.1	73.0	82.4	320.7	82.2%
2024											66.9	84.4	77.1	86.7	315.1	80.8%
2025											63.9	64.8	83.3	91.6	303.5	77.8%
2026											77.6	61.9	64.1	98.8	302.5	77.6%

Regular Track Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total
2017											74.7	45.3	48.2	72.1	240.2
2018											90.5	71.8	44.5	56.9	263.8
2019											75.9	87.1	70.5	52.6	286.1
2020											72.9	73.0	85.4	83.3	314.7
2021											76.3	70.1	71.7	101.0	319.1
2022											80.7	73.9	69.3	85.2	309.1
2023											87.3	78.1	73.0	82.4	320.7
2024											66.9	84.4	77.1	86.7	315.1
2025											63.9	64.8	83.3	91.6	303.5
2026											77.6	61.9	64.1	98.8	302.5

French Immersion Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total
2017											.0	.0	.0	.0	.0
2018											.0	.0	.0	.0	.0
2019											.0	.0	.0	.0	.0
2020											.0	.0	.0	.0	.0
2021											.0	.0	.0	.0	.0
2022											.0	.0	.0	.0	.0
2023											.0	.0	.0	.0	.0
2024											.0	.0	.0	.0	.0
2025											.0	.0	.0	.0	.0
2026											.0	.0	.0	.0	.0

Special Education Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total
2017											.0	.0	.0	.0	.0
2018											.0	.0	.0	.0	.0
2019											.0	.0	.0	.0	.0
2020											.0	.0	.0	.0	.0
2021											.0	.0	.0	.0	.0
2022											.0	.0	.0	.0	.0
2023											.0	.0	.0	.0	.0
2024											.0	.0	.0	.0	.0
2025											.0	.0	.0	.0	.0
2026											.0	.0	.0	.0	.0

Proposed West Niagara SS

Scenario: 267

OTG Capacity: 1500.0

Municipality:

Status: Active

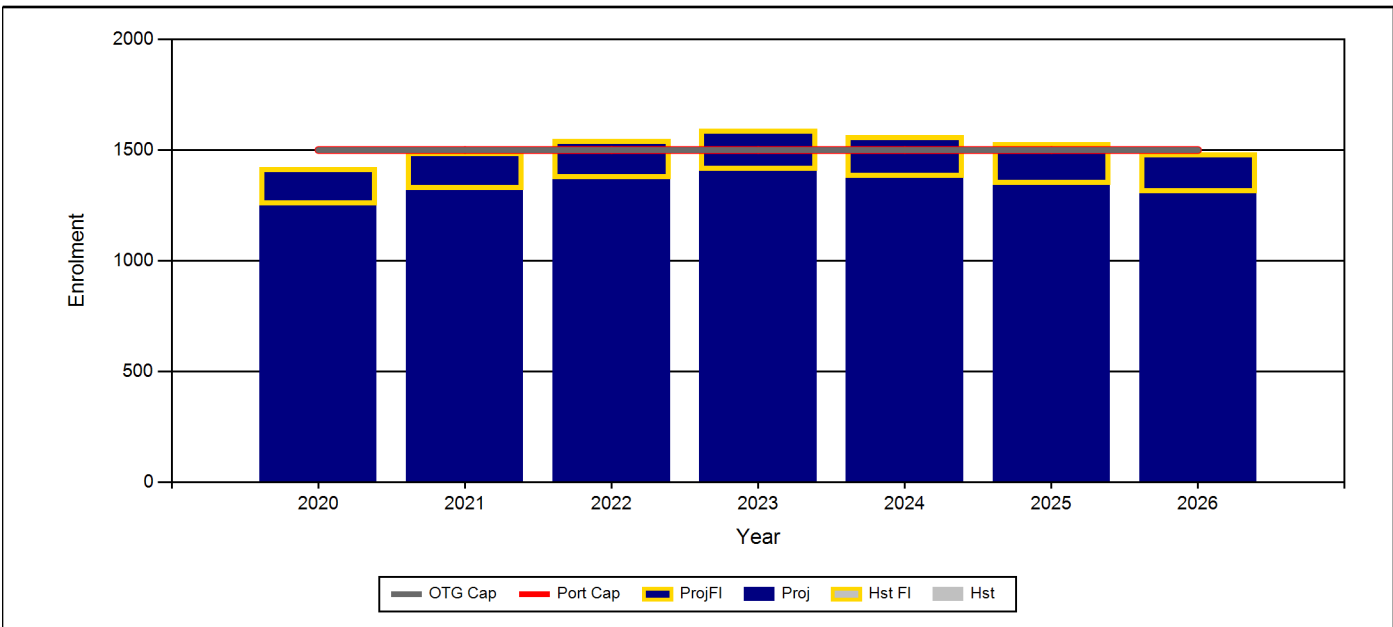
Portable Capacity:

Planning Area: Grimsby, Lincoln & West Lincoln

School Type: Secondary

Portables:

Admin Area: Area 6A



Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2016	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0		

Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2017											.0	.0	.0	.0	.0	0.0%
2018											.0	.0	.0	.0	.0	0.0%
2019											.0	.0	.0	.0	.0	0.0%
2020											358.6	328.6	338.1	395.2	1420.5	94.7%
2021											368.0	364.5	331.2	429.4	1493.0	99.5%
2022											385.4	374.5	367.4	421.7	1549.0	103.3%
2023											360.5	392.0	377.5	465.7	1595.7	106.4%
2024											325.5	366.5	394.8	478.0	1564.8	104.3%
2025											334.5	331.1	369.2	498.4	1533.2	102.2%
2026											348.3	340.1	334.0	466.2	1488.6	99.2%

Regular Track Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total
2017											.0	.0	.0	.0	.0
2018											.0	.0	.0	.0	.0
2019											.0	.0	.0	.0	.0
2020											307.1	281.2	287.1	321.6	1197.1
2021											315.9	313.4	281.4	356.2	1266.9
2022											328.9	322.9	314.1	349.7	1315.6
2023											301.9	336.1	323.6	390.2	1351.9
2024											274.1	308.7	336.9	402.0	1321.6
2025											280.5	280.3	309.4	418.4	1288.6
2026											298.7	286.8	281.0	384.3	1250.9

French Immersion Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total
2017											.0	.0	.0	.0	.0
2018											.0	.0	.0	.0	.0
2019											.0	.0	.0	.0	.0
2020											46.5	41.4	41.0	40.6	169.4
2021											47.0	45.1	39.7	40.2	172.0
2022											51.4	45.6	43.3	38.9	179.3
2023											53.4	49.9	43.8	42.4	189.5
2024											46.1	51.8	47.9	42.9	188.7
2025											48.6	44.7	49.7	46.9	189.9
2026											44.0	47.2	42.9	48.7	182.8

Special Education Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total
2017											.0	.0	.0	.0	.0
2018											.0	.0	.0	.0	.0
2019											.0	.0	.0	.0	.0
2020											5.0	6.0	10.0	33.0	54.1
2021											5.1	6.0	10.0	33.0	54.1
2022											5.1	6.0	10.0	33.0	54.2
2023											5.2	6.1	10.1	33.1	54.3
2024											5.3	6.1	10.1	33.1	54.5
2025											5.4	6.1	10.1	33.1	54.7
2026											5.6	6.1	10.1	33.1	54.9

PLANNING GUIDING PRINCIPLES

ATTRIBUTE	GUIDING PRINCIPLE	ELEMENTARY	SECONDARY
School Structure	To reduce school transitions and to keep students and communities together throughout their elementary or secondary education.	The DSBN supports the JK-8 school model and Grade 1 to 8 French Immersion school model.	The DSBN supports the Grade 9 to 12 school model.
Facility Utilization	To optimize utilization of a school to ensure efficient use of resources.	85% - 100%	85% - 100%
School size	To ensure an optimal school population that supports a diverse learning environment with a range of opportunities in programming, extracurricular activities, and services.	Optimal school enrolment: 500 or above	Optimal school enrolment: 1000 or above
Site Size	An adequately sized school site will ensure appropriate space for buildings, parking, pick up/drop off space, bus loading and green space for daily physical activity and team sports. The school site size should be measured in terms of useable land meaning a site with an appropriate configuration, topography, soil and drainage conditions, and that is not within hazard or natural heritage areas.	Area of approximately 2.5 – 3.3 hectares (6 – 8 acres).	Area of approximately 5.3 – 6.9 hectares (15 – 20 acres).
Site Frontage	School site should have adequate frontage along a road to provide adequate pick up/drop off and bus loading zones, and wherever possible be connected by sidewalks to encourage walking.	140-180 metres	200 – 250 metres
Portables	Portables are a viable short term accommodation (i.e. 10 years). In instances where longer term accommodation solutions to an over capacity school are needed, the preferred solution is permanent building alterations or additions.		
Accessibility	Identify accessible features and limitations each facility has to ensure equal access for all students and community members.		
Transportation	As per the DSBN transportation policy, whenever possible and practical the scheduled length of time on a vehicle provided by NSTS is not expected to exceed 60 minutes (one way).		
Average Student Distance to School	A measure of proximity of students to their school. A lower average distance to school indicates a more centralized location.		

ATTRIBUTE	GUIDING PRINCIPLE	ELEMENTARY	SECONDARY
Co-location Opportunities	Where ever possible, co-locating with other municipal or community facilities, such as parks, libraries, civic centers, YMCAs, or arenas, provides students with easy access to additional learning or recreation activities and for the potential for partnerships between the local municipality and the DSBN. Parks provide additional greenspace for student activity as well as linkages between school and adjacent neighbourhood for safe travel.		
Road Type	Indicates which type of road the school is located on (residential or arterial). Schools on residential roads have more access to on street parking. Walking to these schools may be considered safer due to less volume of traffic than an arterial road.		
Access to Arterial Road	Indicates the distance to closest arterial road if not already located on arterial road. Proximity to major city routes allows for access to public transit and access for efficient transportation (bus or car).		
Site Limitations	Any additional factors that may be unique to each school site.		

The DSBN recognizes that there are often unique circumstances associated with school planning and decision making. These guiding principles are not intended to be a “one size fits all” solution nor a checklist for approval that is applied to every circumstance. Rather, the document is intended to provide a consistent and clear framework to guide optimal planning, decision making, and facility construction.

**Consolidated Scenario
West Niagara Secondary Schools
Financial Impact**

ESTIMATED CAPITAL COSTS	Capital (One Time) \$
Capital build and site requirements:	
• 1500 capacity secondary school, synthetic turf and track, parking and site preparation costs	43,000,000
• Site purchase	TBD

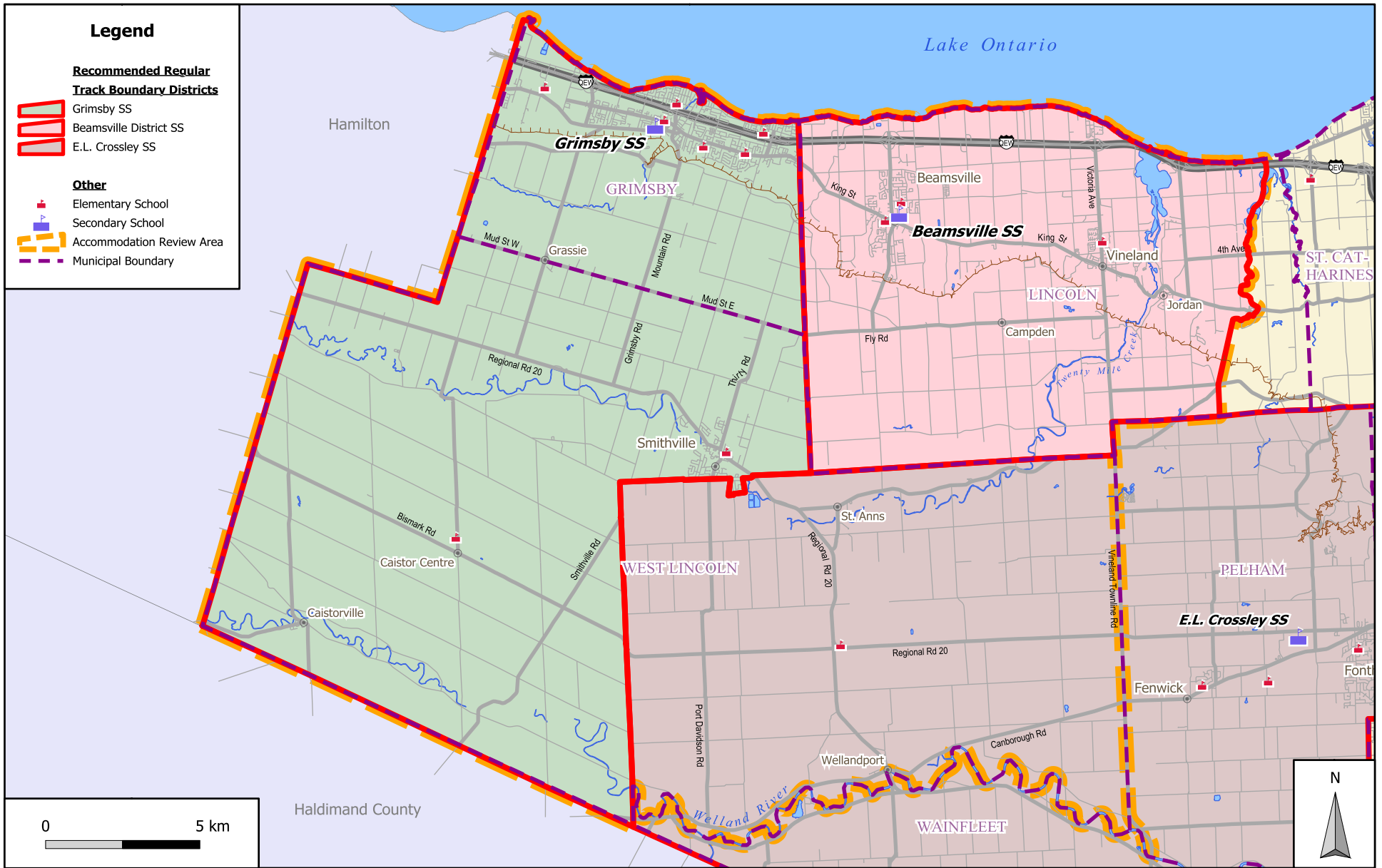
NET OPERATING SAVINGS/(COSTS)	One Time \$	Annual \$
<u>Savings</u>		
Increase to Top-up Allocation Grant		243,000
Principals / Vice Principals		348,000
Secretaries		164,000
Caretaking		395,000
Utility, Property and Maintenance Costs		<u>502,000</u>
		1,652,000
<u>Costs</u>		
Transportation	(20,000)	(371,000)
Decrease to School Foundation Grant		<u>(311,000)</u>
	<u>(20,000)</u>	(682,000)
 Net Operating Savings/(Costs)	 <u>(20,000)</u>	 <u>970,000</u>

ESTIMATED SCHOOL RENEWAL	Capital (2016-2020 Unaudited) \$
School Renewal Expenditures Avoided	<u>48,962,123</u>

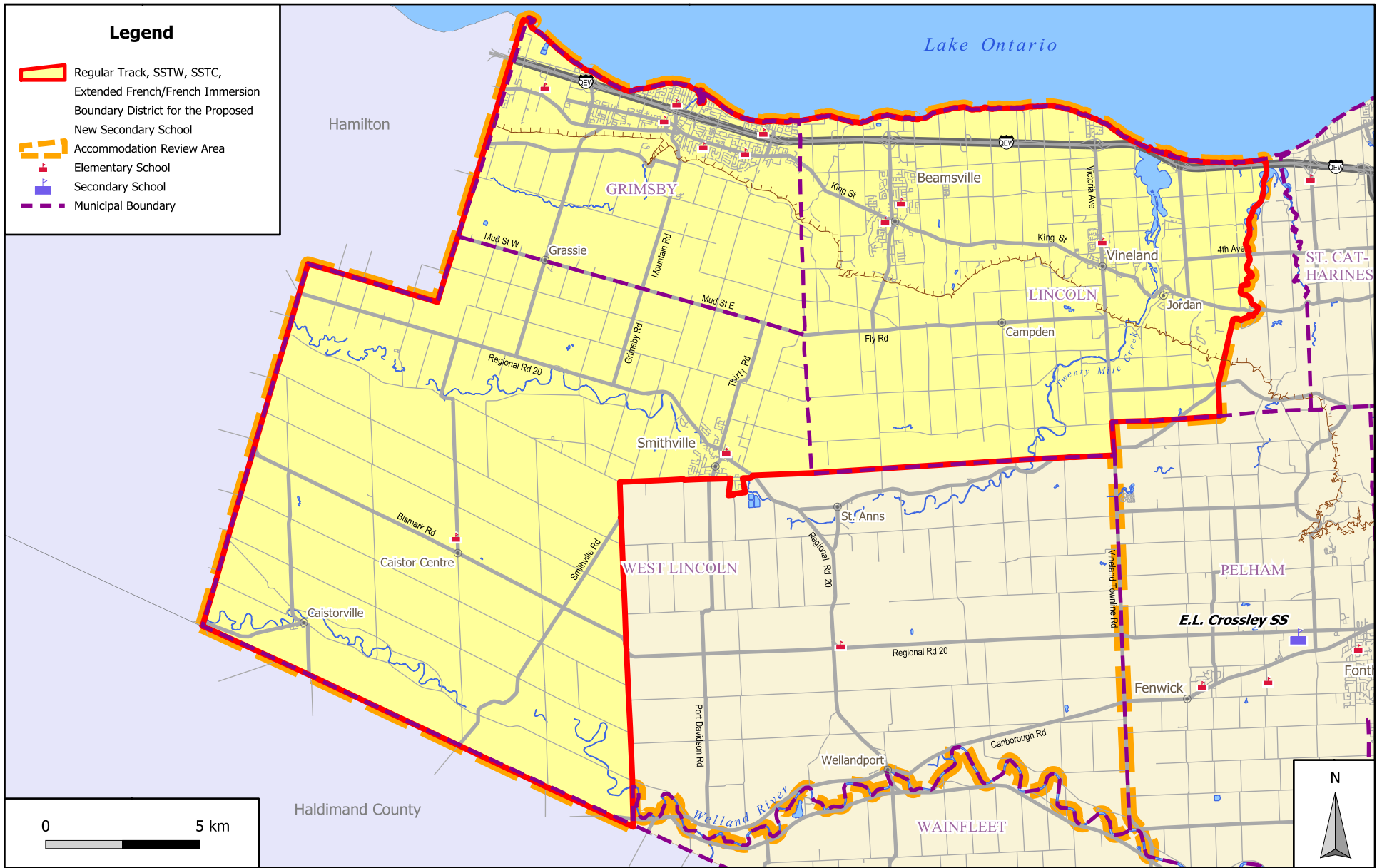
APPENDIX B - D:

Boundary Maps

Recommended Regular Track Boundaries for Grimsby SS, Beamsville District SS, and E.L. Crossley SS: Effective July 1, 2017 to June 30, 2020



Recommended Boundary District for a New Secondary School in Secondary Planning Area 1: Effective July 1, 2020



Map prepared by: DSBN Planning Services, March 2017
Contains map data courtesy of: © 2017 Regional Municipality of Niagara and its suppliers, © 2010 Queen's Printer (Ontario Ministry of Natural Resources)

February 14, 2017

The Honourable Mitzie Hunter
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Hunter:

At the Regular Meeting of the Board on January 24, 2017, Student Trustee Baboolal made the following motion:

“Whereas, school boards are institutions designed to help students; yet few students know of their purpose, procedures, or sphere of influence, and how they can interact with them to create meaningful change, and

Whereas, a more informed, educated and aware population of students can then become more engaged with policy and provide more of a student voice, and

Whereas, an explanation of the roles and responsibilities of trustees, student trustees, the Director of Education, and any person elected to represent students, would allow students to better understand process, identify these individuals within their own community, and provide access to those who represent them,

Therefore be it resolved that the Peel District School Board write a letter to the Minister of Education requesting that comprehensive information about the political process at a board level, and roles and responsibilities of school board officials and student representatives, be added to the Civics curriculum.”

On behalf of the Peel District School Board and our 40,000+ secondary school students, I am writing to express our Board’s full support for the above motion.

In Peel, the contributions of student trustees are an important part of our governance model. Over the years, these student trustees have added an important voice to various discussions about topics that impact student achievement and well-being. We have been most fortunate to have worked with many student trustees who brought a knowledge and understanding of their role as the voice of Peel’s 160,000 students.

Trustees
Janet McDougald, Chair
Suzanne Nurse, Vice-Chair
Stan Cameron
Beryl Ford
David Green
Meredith Johnson

Steve Kavanagh
Sue Lawton
Brad MacDonald
Jagdeep Mann
Jeff White
Rick Williams

Director of Education and Secretary
Tony Pontes

Associate Director,
Instructional Support Services
Scott Moreash

Associate Director,
Operational Support Services
Jaspal Gill

The Grade 10 Civics program is a natural venue in which to bring a deeper understanding of school boards and their important role in governing education policy in the Province of Ontario. The curriculum already helps students to understand the democratic process and the various levels of government, and to enhance this information by expanding their knowledge to an understanding of school boards and their important role can only serve to produce more informed, knowledgeable and participating citizens in all jurisdictions.

On behalf of the Peel District School Board, I would like to strongly urge the Ministry of Education to consider, in the next review of curricular content in Grade 10 Civics, adding comprehensive information about the political process at a board level, and roles and responsibilities of school board officials and student representatives.

I look forward to your response at your earliest convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet McDougald". The signature is fluid and cursive, with a large initial "J" and "M".

Janet McDougald

c. Ontario School Board Chairs
OPSBA

February 23, 2017

Nancy Beamer
1650 Centre Street
Ridgeville ON L0S 1M0
Nancybeamer5@gmail.co

Dear Ms. Beamer:

At their regular meeting of February 21st, 2017, Council of the Town of Pelham received your delegation regarding "Names Matter" and endorsed the following resolution:

WHEREAS on May 24, 2016 a school in our community, E.W. Farr Memorial Public School, was renamed Wellington Heights Public School effective May 25, 2016, by the District School Board of Niagara (DSBN) to recognize a "proposed" fortress that was suggested to be named after the 1st Duke of Wellington, Arthur Wellesley (Attachment 1 Letter from DSBN Principals dated May 26, 2016. Attachment 2 Brochure submitted to Naming Committee);

AND WHEREAS the Minister of Education, The Honourable Mitzi Hunter, on January 18, 2017 in her Ministry's response to the Ontario Government's 2016 release of "The Journey Together: Ontario's Commitment to Reconciliation to Indigenous People" outlining Ontario's response to the "Truth and Reconciliation Calls to Action" has urged the Chair of the DSBN to show leadership on this issue to address anything that could be offensive in the jurisdiction of the DSBN (Attachment 3);

AND WHEREAS despite whatever efforts Arthur Wellesley, the 1st Duke of Wellington, may have put forth for other causes, the naming of schools or places today should no longer perpetuate norms of past societies that are viewed as oppressive and offensive today;

AND WHEREAS it is questioned how the DSBN would approve the name Wellington Heights through its Policy A-09 (Attachment 4) in use at the time that does not:

From the Clerk's Department

The logo for Administrative Services features a stylized circular emblem on the left, composed of several curved lines that suggest a globe or a landscape. To the right of the emblem, the words "Administrative" and "Services" are written in a bold, sans-serif font, stacked vertically.

**Administrative
Services**

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- reflect DSBN vision or core values and community composition;
- recognized a renowned Canadian with significance to the Niagara community;
- honour a Canadian whose contribution to Canadian society or to the world is recognized and valued across Canada;
- depict an event that has shaped life in Niagara;
- recognize an historical name which once applied to the area in which the school is located;
- use the name of street on which the school is located;

AND WHEREAS, the only criteria that the DSBN relied on to justify the name change as per Policy A-09 was that "the name inspired students";

AND WHEREAS it is further questioned how a name depicting a time in history so disrespectful and offensive to Indigenous people and other races and religions, could be considered inspiring;

AND WHEREAS the name was not adequately researched by the DSBN for historical or geographical accuracy nor societal impacts in 2017;

AND WHEREAS the Pelham community was inspired in 1997 when E.L. Crossley Secondary School changed its team name by its own initiative with leadership and guidance from the former Niagara South Board of Education administration based on a community response that the team name was offensive;

AND WHEREAS a DSBN spokesperson was cited in the February 1, 2017 Welland Tribune as saying "the decision has been made and it is time to move forward";

AND WHEREAS on February 8, 2017 the Pelham and wider community met in a venue with over 200 people in attendance making it very clear, that with all due respect, it will not move backwards;

AND WHEREAS this community wishes to remain leading and proactive, and not reactive, on matters involving truth, understanding and reconciliation;

AND WHEREAS the school will not reopen until September 2017.

From the Clerk's Department

The logo for Administrative Services features a stylized circular emblem on the left, composed of several curved lines. To the right of the emblem, the words "Administrative" and "Services" are written in a bold, sans-serif font, stacked vertically.

**Administrative
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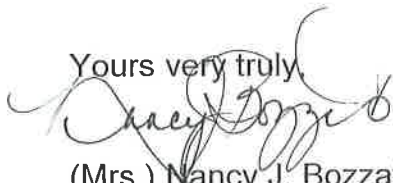
THEREFORE BE IT RESOLVED THAT in order to demonstrate truth, reconciliation and understanding to all communities, the Council of the Corporation of the Town of Pelham strongly requests that the name Wellington Heights not be used;

AND FURTHER THAT Council strongly requests that the DSBN either select the second choice name or restart the naming process under the DSBN January 26, 2017 A-09 Naming Policy;

AND FURTHER THAT this resolution be presented to the DSBN Trustees and Director of Education, for consideration at its March meeting and copied to the MPP Sam Oosterhoff, MP Dean Allison, the Minister of Education, The Honourable Mitzi Hunter, and the Minister Responsible for Anti-Racism, The Honourable Michael Coteau.

On behalf of Council, thank you for your presentation. By copy of this correspondence, the Director of Education for the DSBN is requested to include this item on the March agenda for consideration of the Trustees.

Yours very truly,



(Mrs.) Nancy J. Bozzato, *Dipl.M.M., AMCT*
Town Clerk

/js

Cc: DSBN Trustees and Director of Education
MPP Sam Oosteroff
MP Dean Allison
Minister of Education, Honourable Mitzi Hunter
Minister Responsible for Anti-Racism, Honourable Michael Coteau

From the Clerk's Department



**Administrative
Services**

April 2017

Trustee Calendar

Mar 2017							May 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5	6
5	6	7	8	9	10	11	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	21	22	23	24	25	26	27	
26	27	28	29	30	31		28	29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mar 26	27	28 6:15 PM Board Meeting - Closed Session 7:00 PM Board Meeting - Public Session	29	30	31	Apr 1
2	3	4 6:00 PM Program and Planning Committee	5 6:30 PM PIC	6 1:00 PM SAL	7	8
9	10	11	12 5:30 PM Tech Skills Banquet	13 6:00 PM SEAC	14 All Day Event Good Friday	15
16 All Day Event Easter Monday	17	18 6:00 PM Student Trustee Senate	19 6:00 PM Finance	20	21	22
23	24	25 9:00 AM Connect Conference 6:15 PM Board Meeting	26 12:00 AM Connect Conference	27 12:00 AM Connect Conference	28 12:00 AM Connect Conference	29
30	May 1	2 6:00 PM Program and Planning	3 1:00 PM SAL 5:30 PM PIC	4 9:00 AM Concussion Summit	5 12:00 AM Concussion Summit	6