



Woolwich and Wellesley Townships Elementary Schools Pupil Accommodation Review

**Accommodation Report and Recommendations
of the Accommodation Review Committee**

DRAFT V.6

January 25, 2013

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Executive Summary

This report is intended to advise and inform the Waterloo Region District School Board (WRDSB) Board of Trustees of the information gathered and consultation conducted by the Woolwich and Wellesley Townships Accommodation Review Committee (ARC) in order to develop the final recommendations provided in this report.

A final decision on the outcome of the pupil accommodation review is to be made by the Board of Trustees.

Throughout the review process the ARC spent a great deal of time on two subjects; the condition and equity of the St. Jacobs P.S. facility, and the future of Three Bridges P.S. as an elementary school facility in the WRDSB. In the end the ARC could not reconcile the continued operation of Three Bridges P.S. within the context of the Review Objectives and the unique role the school plays in the local conservative Mennonite community.

Ultimately the ARC agreed to present two scenarios to Trustees for consideration. One scenario (Status Quo) includes the continued operation of Three Bridges P.S.; while the other (Scenario 10a) does not.

The following is a brief outline of the ARC's recommendations for each Scenario provided in this report:

Status Quo

1. To rebuild St. Jacobs P.S.
2. To construct a bus lay-by at Three Bridges P.S.
3. To consider a future boundary study between Floradale P.S. and Conestogo P.S.

Scenario 10a

1. To close Three Bridges P.S.
2. To modify the boundary between St. Jacobs P.S. and Floradale P.S.
3. To modify the boundary between Floradale P.S. and Linwood P.S.
4. To rebuild St. Jacobs P.S.
5. To consider a future boundary study between Floradale P.S. and Conestogo P.S.

Introduction

This report is intended to advise and inform the Waterloo Region District School Board (WRDSB) Board of Trustees of the information gathered and consultation conducted by the Woolwich and Wellesley Townships Accommodation Review Committee (ARC) in order to develop the final recommendations provided in this report.

Background

In June 2009, the Ontario Ministry of Education released a revised version of the [Pupil Accommodation Review Guideline](#). The *Guideline* provides direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

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

In November 2009, the WRDSB approved its own policy, [Board Policy 4000](#), following the provincial *Guideline*. This policy establishes the process for undertaking pupil accommodation reviews.

On February 14, 2011, a report titled [Report on Elementary Boundary Studies and Accommodation Reviews 2010-2011](#) was presented at the Committee of the Whole Meeting. Based on the recommendations of this report, the WRDSB (Board) approved a motion to initiate a pupil accommodation review in the Woolwich and Wellesley Townships area. The schools identified in the review area include: Floradale, Linwood, St. Jacobs and Three Bridges Public Schools

Woolwich and Wellesley Townships Review Area

The Townships of Woolwich and Wellesley consist of a mix of urban and rural areas, serving diverse communities that range from conservative Mennonite to urban residents.

The area is mostly rural and agricultural but also contains small settlement areas such as the towns of St. Jacobs, Floradale, Heidelberg, St. Clements, Hawkesville, Wallenstein and Linwood.

The Woolwich and Wellesley Townships Accommodation Review area is comprised of the attendance area boundaries of Floradale, Linwood, St. Jacobs, and Three Bridges Public Schools (see figure 1).

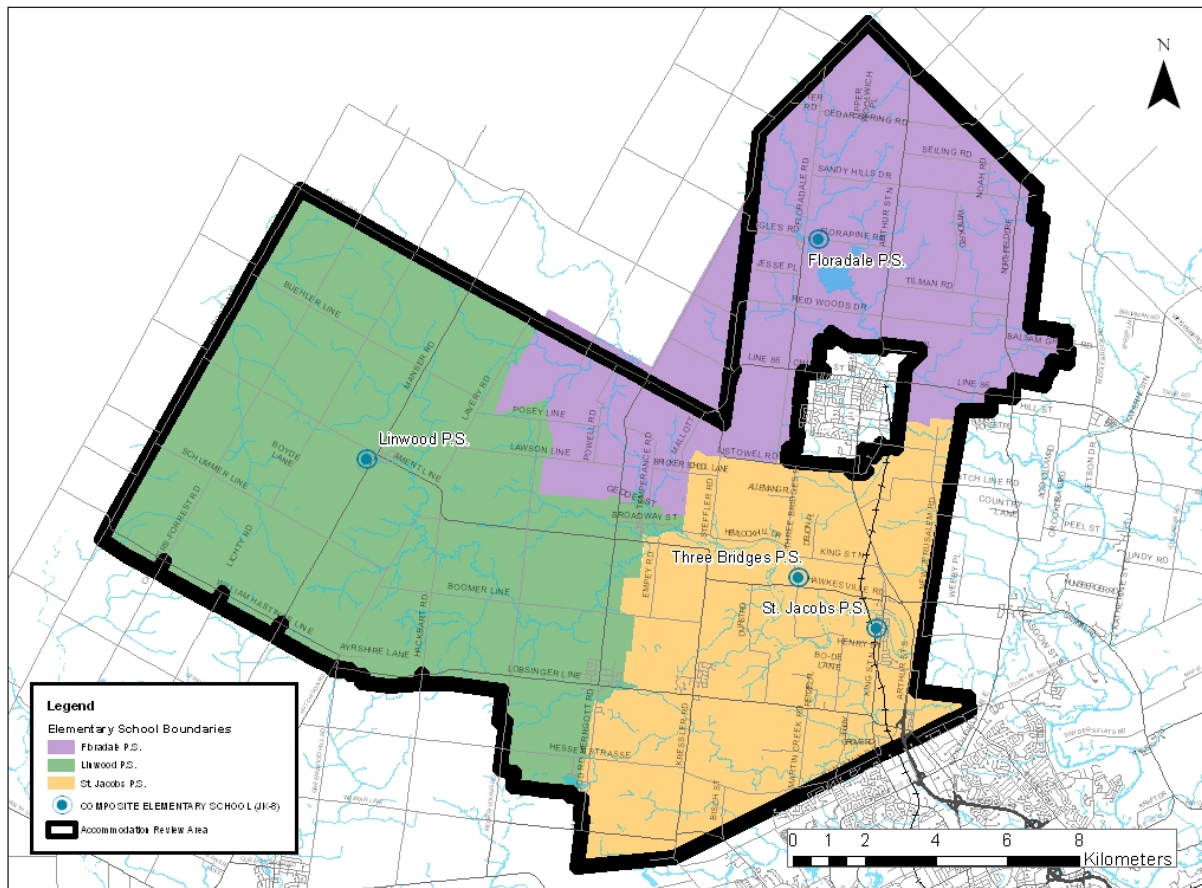


Figure 1: Woolwich and Wellesley Townships Accommodation Review Area

Woolwich and Wellesley Townships Review Area Schools

The schools in the review area include:

1. Floradale Public School (JK-8)
2. Linwood Public School (JK-8)
3. St. Jacobs Public School (JK-8)
4. Three Bridges Public School (1-8)

Accommodation Review Committee (ARC)

The purpose of the ARC, as outlined in the Terms of Reference, was to conduct a review of the identified Woolwich and Wellesley Townships elementary schools in order to advise and provide recommendations that will inform the Board of Trustees as they determine the pupil accommodation strategy for this community.

Membership

The ARC membership was composed of both community members and WRDSB staff as outlined in [Board Policy 4000](#).

Floradale P.S.

Principal: Vlad Kovac

Parent Representatives: Christine Shantz, Brenda Martin

Linwood P.S.

Principal: Geoff Suderman-Gladwell

Parent Representatives: Krista Edwards, Cindy Weber

St. Jacobs P.S.

Principal: Paul Milne

Parent Representatives: John Krupicz, Sheila Bauman (until February 2, 2012), Keith Trask (as of February 2, 2012)

Three Bridges P.S.

Principal: Wayne Dunham

Parent Representatives: Elmer Horst, Steven Snyder (alternate representative Andrew Horst)

Area Superintendent

Superintendent of Education: Diane DeCoene

Municipal Representation

John Scarfone: Manager of Planning, Township of Woolwich

Sarah Peck: Planner, Township of Wellesley

Community Representation

Susan Martin

WRDSB Facilities Staff (Planning)

Manager of Planning: Dennis Cuomo

Manager of Capital Projects: Ronald Dallan

Senior Planners: Nathan Hercanuck, Lauren Manske

Recording Secretary: Andrea Kean

Other Board Staff (who attended meetings):

Vice-Principals: Susan Marchiori (Linwood P.S.)

Controller of Facilities: Ian Gaudet

Facility Manager: Barry Easter

Project Coordinator: Mel Lavoie

Manager of Communications: Abigail Dancey

Communications Assistant: Lynsey Meikle

Manager of Enrolment: Nick Landry

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It is important to note that Board staff were non-voting members of the ARC. Additional representation from the broader community was sought; however, no interest was expressed.

Timelines and Activities

The ARC ensured that the minimum timelines as established by both the Ministry of Education [Guideline](#) and [Board Policy 4000](#) for the accommodation review process were met.

Throughout the review, a total of four public meetings were held to provide opportunity for a wide range of school and community groups to participate in the consultation. Public meetings were advertised in two local area newspapers (the *Waterloo Region Record*, and the *Woolwich Observer*), on the WRDSB main website and school websites, the WRDSB twitter feed, in school newsletters/emails and in notices sent home with each student in the review area.

Also, a specific effort was made to engage the Mennonite Three Bridges P.S. community by hosting a meeting for that group at the school including a low-German speaking interpreter.

The following is a summary of the activities of the ARC prior to submission of this report.

ACTIVITY	DATE	LOCATION
Board approval to commence review	February 14, 2011	Education Centre
ARC Meeting #1	September 22, 2011	St. Jacobs P.S.
ARC Meeting #2	October 11, 2011	Three Bridges P.S.
Public Meeting #1	October 18, 2011	Elmira District S.S.
ARC Meeting #3	October 26, 2011	Linwood P.S.
School Tours	November 5, 2011	All schools
ARC Meeting #4	November 10, 2011	Floradale P.S.
ARC Meeting #5	November 23, 2011	St. Jacobs P.S.
ARC Meeting #6	December 7, 2011	Three Bridges P.S.
ARC Meeting #7	January 18, 2012	Linwood P.S.
ARC Meeting #8	February 2, 2012	Floradale P.S.
ARC Meeting #9	February 22, 2012	St. Jacobs P.S.
ARC Meeting #10	March 6, 2012	Three Bridges P.S.
ARC Meeting #11	March 21, 2012	Linwood P.S.
Public Meeting #2	April 4, 2012	Elmira District S.S.
Three Bridges PS Community Meeting	May 8, 2012	Three Bridges PS
ARC Meeting #12	May 24, 2012	Floradale P.S.
ARC Meeting #13	June 6, 2012	Linwood P.S.
ARC Meeting #14	September 20, 2012	Floradale P.S.

ARC Meeting #15	October 3, 2012	St. Jacobs P.S.
Public Meeting #3	October 18, 2012	Elmira District S.S.
ARC Meeting #16	October 23, 2012	Three Bridges P.S.
ARC Meeting #17	November 21, 2012	Linwood P.S.
Public Meeting #4	January 24, 2013	Elmira District S.S.

Public Information and Access

In addition to the four public meetings, all relevant accommodation review information was posted on the WRDSB website and available in hard copy in binders kept at each of the schools in the review area and at the Education Centre.

Minutes of the ARC meetings and public meetings where a formal presentation was conducted were posted on the WRDSB website for public access. Information provided at public meeting open houses and other requested information was also posted on the WRDSB website and made available in hard copy.

Rationale for a Pupil Accommodation Review

There were several reasons the WRDSB initiated an accommodation review for the Woolwich and Wellesley Townships area. The ARC focused on the following key issues:

- Small school organizations
- Declining enrolment/surplus space
- Facility condition and equity
- **Small school organizations**

In June 2010, the WRDSB passed a new policy ([Board Policy 3002](#)) related to elementary school size and configuration. This policy references the research presented in the Good Schools Standing Committee [Report](#) of the same name dated May 17, 2007, which states that when considering Pupil Accommodation Reviews, the following guiding principles are to be used:

- *JK-8 facilities will ideally have a built capacity of between 500 and 650 students;*
- *JK-6 facilities will ideally have a built capacity of between 350 and 400 students;*
- *JK-6 facilities will be designed to accommodate future expansion to accommodate a JK-8 configuration where practical;*
- *That planning for elementary school configurations consider the following:*
 - *Have at least 2 classes per grade in JK-6 to support professional learning communities;*
 - *Have more than 2 classes per grade in Grades 7 and 8 to support program;*

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- *Minimize the number of schools with FTE enrolments over 650 students, including the Full-Day Kindergarten program, wherever possible;*
- *Be sensitive to the impact on elementary students transitioning between schools*

The schools in the Woolwich and Wellesley review area do not meet the majority of these criteria.

Table1 outlines the sizes and configuration of each of the facilities.

Table 1: Woolwich Wellesley Review School Size and Configuration

School	OTG* Capacity	2012/2013 Enrolment (Total/FTE)	Organization
Floradale P.S.	322 (340)**	270/270	JK-8
Linwood P.S.	527 (551)**	429/429	JK-8
St. Jacobs P.S.	351 (406)**	315/282***	JK-8
Three Bridges P.S.	69	83	1-8
Total	1269 (1366)**	1097/1064**	

*OTG – On The Ground capacity does not include portables/portapacks

**Anticipated school capacity after FDK implemented (after Sept. 2014)

*** St. Jacobs P.S. FTE enrolment with current Half-Day Kindergarten program

Throughout the process the ARC discussed at length the guiding principles outlined in Board Policy 3002 and their impact/relevance to rural areas and specifically the schools in the Review area. The ARC recognized that larger school organizations, as outlined in the Policy, may have a beneficial impact on student learning by reducing the potential for combined grades in a school organization and increasing the number of teachers teaching a particular grade level; thereby supporting professional learning communities.

However, it was also recognized the challenges the geography of rural communities presents in achieving the outcomes outlined in Policy 3002. Aside from a few small suburban pockets of development, rural areas generally lack the population density to practically achieve the recommended school sizes, with transportation distances being the key obstacle. In order to achieve the recommended sizes the boundaries for rural schools would have to be significantly larger than they currently are to capture enough students, leading to either increased bus ride times or more school bus runs picking up fewer students.

The ARC therefore felt that given the rural nature of their community it would be challenging to meet the letter of the policy recommendations. However, they could try to achieve the intent of Policy 3002 by balancing the enrolments between the facilities so that each school community might share in the benefits of increased school size (enrolment).

- ***Declining enrolment/surplus space***

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Over the past 10 years the overall elementary school enrolment in the Review area schools has experienced a decline of approximately 12.5% (see Table 2). While enrolment has increased at Floradale P.S., this has been offset by steeper declines at Linwood P.S., and to a lesser degree Three Bridges P.S. Overall, St. Jacobs P.S. has maintained a stable enrolment.

Table 2: Total Enrolment Review Area Schools 2002-2012

School	2002	2004	2006	2008	2010	2012	Change 2002-2012
Floradale P.S.	220	243	283	261	251	270	23%
Linwood P.S.	603	588	559	504	469	429	-29%
St. Jacobs P.S.	316	316	318	333	319	315	-0%
Three Bridges P.S.	114	107	109	101	83	83	-27%
Total	1253	1254	1269	1199	1122	1097	-12.5%

It is important to note that the historical enrolment numbers displayed in Table 2 represent elementary enrolment inclusive of students enrolled in the Supervised Alternative Learning for Excused Pupils (SALEP) program for the years 2002-2006. These students were counted in the enrolments at the school however may not have necessarily been in attendance at the Facility. The SALEP program was an option under the Education Act for secondary students (age 14-17) who were not experiencing success in a normal school setting, to be legally excused from attendance at a school. Students in the program would participate in activities responsive to their immediate needs (work, youth program, life skills, volunteer work) intermittently supervised by a Board SALEP Facilitator. In 2008 the WRDSB instituted a change and all SALEP students were counted on the secondary school register.

The ARC felt it important to distinguish between the historical enrolments that include SALEP (2002-2006) and the historical enrolments that do not (2008-2012).

From 2002 to 2006 overall enrolment in the Review area was stable, although significant increases at Floradale P.S. were offset by declines at Linwood P.S.

Post SALEP, overall enrolment in the review Area declined 8.5%, with Linwood P.S. continuing to decline, as well as Three Bridges P.S.

Table 3: Total Enrolment Review Area Schools 2002-2012

School	2002	2004	2006	2008	2010	2012	Change 2002-2006	Change 2008-2012
Floradale P.S.	220	243	283	261	251	270	28%	3%
Linwood P.S.	603	588	559	504	469	429	-7	-14%
St. Jacobs P.S.	316	316	318	333	319	315	0%	-5%
Three Bridges P.S.	114	107	109	101	83	83	-4%	-18%
Total	1253	1254	1269	1199	1122	1097	1%	-8.5%

This reduction in enrolment has, in some cases, led to surplus space (see Table 4) in some of the facilities in the Review Area, raising the question; can the WRDSB operate with fewer schools in the Review Area?

Table 4: Woolwich Wellesley Review School Size and Enrolments

School	OTG* Capacity***	OTG* Capacity w/FDK (2014/2015)	2012/2013 Enrolment (Total/FTE)	Portables
Floradale P.S.	322	340	270/270	0
Linwood P.S.	527	551	429/429	0
St. Jacobs P.S.	351	406	315/282**	1
Three Bridges P.S.	69	69	83	3
Total	1269	1366	1097/1064**	4

*OTG – On The Ground capacity does not include portables/portapacks

** St. Jacobs P.S. Full Time Enrolment (FTE) with current Half-Day Kindergarten program

*** OTG capacity updated to reflect room types/usages in Ministry of Education School Facilities Inventory System

To answer this question the ARC needed to examine whether this enrolment decline was expected to continue or eventually stabilize. Over the next ten years projections indicate that the elementary enrolment in the review area is expected to stabilize and even increase slightly due to a small pocket of residential development in the town of St. Jacobs (see Table %). However, it is expected that some surplus capacity will continue to exist at Floradale and Linwood Public Schools over the long term.

Table 5: Woolwich and Wellesley Review Area Enrolment projections

School	Capacity with FDK	2012	2014	2016	2018	2020
Floradale P.S.	340	270	256	256	251	272
Linwood P.S.	551	429	404	418	425	429
St. Jacobs P.S.	406	315	327	360	368	380
Three Bridges P.S.	69	83	88	96	97	90
Total	1366	1097	1075	1130	1141	1171

- **Facility condition and equity**

A key element of the Accommodation Review process is examining the current condition and future maintenance needs/costs of each of the facilities in the review area. To this end in the fall of 2011 the Board engaged a consulting firm to provide a report on the Accommodation Review area schools which the ARC considered in forming their recommendations.

Facility condition

Floradale P.S.

Floradale P.S. is located in the northern portion of the review area in the settlement of Floradale on a generous site of 9.84 acres. In the spring of 2010, students at Floradale P.S. moved into a brand new building on its existing site. The school was rebuilt after the Board obtained funds to reconstruct the facility from the Ministry of Education's

Prohibitive to Repair (PTR) school renewal initiative. The new facility now has a built capacity of 322 pupil places.

Provision for the Full-Day Kindergarten program (FDK) was made at the time of construction and the school has had the program since the 2010/2011 school year, the first year of the program. The school is single storey and is completely accessible.

Linwood P.S.

Linwood P.S. is located in the town of Linwood in the western end of the review area. Like Floradale P.S., it sits on a generous site of 11.17 acres. The facility is a single storey originally constructed in 1966, with additions in 1988, 2000, and 2011. It is the largest school in the review area with a built capacity of 527 pupil places.

The most recent addition (2011) was to accommodate the FDK program at the school which was implemented for the 2012/2013 school year. The school is considered to be 96% accessible with only the stage area in the gymnasium and some storage spaces inaccessible.

St. Jacobs P.S.

St. Jacobs P.S. is located in the Town of St. Jacobs in the southern portion of the review area. Being located in a more urban setting than some of the other schools in the review it has a small site at 4.65 acres. The original school building was constructed in 1929 as a single storey with a full basement that contains some instructional space. Additions to the facility were completed in 1951, 1961, 1968, and 2000. This year St. Jacobs P.S. added one portable to accommodate an additional class.

The school is scheduled for FDK implementation for September 2014. A Capital funding request was made to the Ministry of Education for a two room addition to the facility to accommodate the program. Funding approval is currently on hold pending the outcome of the Accommodation Review. Once the addition is constructed the school will have a built capacity of 406 pupil places. The school is considered to be 66% accessible as the entirety of the original 1929 portion of the building is only accessible by stairs.

Three Bridges P.S.

Three Bridges P.S. is located in a rural setting just outside of the Town of St. Jacobs. It has a small site at 2.85 acres. The original building was constructed in 1872 as a single storey structure with a full basement. Two additions were constructed adding to the facility, one in 1951, and another 1981. Three portables exist on site to accommodate academic classes and a science and tech facility. The school is one of the two smallest in the Board in terms of its capacity at 69 pupil places.

The school is not scheduled for FDK implementation as the organization for the school is grades 1 to 8. As the basement level is used as instructional space, the school is considered 81% accessible.

Review Area Schools Maintenance Needs

The consultant conducted an inspection of each of the facilities and identified the current outstanding maintenance items required. As well, the consultant also projected the facilities future expected maintenance needs based on the current condition of each schools unique building components and the expected theoretical useful life of those components. Table 6 provides a summary of the each schools anticipated five and ten year projected maintenance costs.

Table 6: Review Area Schools Anticipated Maintenance needs

School	OTG (current)	Total GFA* (m ²)	5yr Renewal needs**	10yr Renewal needs**
Floradale P.S.	322	2785	\$0	\$0.73 M
Linwood P.S.	527	4387	\$2.38 M	\$3.16 M
St. Jacobs P.S.	351	2899	\$1.81 M	\$2.1 M
Three Bridges P.S.	69	1206	\$0.5 M	\$0.55 M

* Gross Floor Area

** Sum of 5yr and 10yr renewal needs classed 'high' or 'urgent'

Facility Equity

All the schools in the review were constructed/renovated at differing time periods. As their methods and materials of construction vary according to the time period in which they were constructed so to do the educational program spaces vary reflecting the standards of the day. While the ARC felt it important to look at the maintenance costs of the existing building components and educational spaces. It also recognized that those existing spaces may be inequitable with the other schools in the review as well as benchmarks the Board is trying to achieve system-wide.

During the Review the ARC requested information from the Board related to the benchmarking of specialized educational program spaces, namely library and gym facilities.

Library

In 2006 Board Learning Services staff conducted a review of Learning Resource Centre (library) spaces across all the Board's elementary schools. Each library was evaluated on a number of criteria such a small and large group instructional area, accessibility, shelving, circulation area, and a number of other factors consistent with best practices established by the Canadian Association for School Libraries (CASL). Schools were considered to be 'below standard' if they achieved an aggregate score below 20 (out of 30).

Three schools in the Review area achieved a ‘below standard’ score in the original 2006 evaluation; Three Bridges P.S. (score 13), Floradale P.S. (score 15), St. Jacobs P.S. (score 18). Since the original evaluation the Three Bridges and Floradale P.S. library deficiencies have been resolved. The Three Bridges P.S. library was improved greatly in moving the library out of the basement area of the school into a classroom on the main floor. This necessitated the addition of one of the portables currently on site. The Floradale P.S. library issues were resolved with the construction of the new facility in 2010. However, the issues identified for St. Jacobs P.S. remain, and additional pressure is expected to be exerted on the library instructional space with the implementation of FDK, and the anticipated enrolment expected from the small residential development at the south end of town.

Gymnasium

Another specialized education space the ARC examined in terms of equity was gymnasiums. Similar to library spaces, the Board also maintains metrics on the relative availability of gym space at its elementary facilities. Gym square footage per pupil place (OTG) is measured across the system and schools are ranked to identify the most pressing needs. Table 7 illustrates the gym space benchmarking of the review area schools.

Table 7: Gym square footage/OTG Benchmarking Report - 2011

School	OTG	Gym (ft ²)	Gym spaces	Gym ft ² /OTG	Gym ft ² /OTG Ranking All Schools (102)*	Gym ft ² /OTG Ranking JK-8 schools (21)**
Floradale P.S.	322	2818	1	8.75	33	8
Linwood P.S.	527	3712	2	7.15	17	2
St. Jacobs P.S.	351	2376	1	6.83	14	1
Three Bridges P.S.	69	1659	1	18.03	93	20

* Out of 102 WRDSB elementary schools (lower score represents higher need)

** Out of 21 WRDSB elementary JK-8 schools (lower score represents higher need)

Within the larger context of all the elementary schools in the Board the two review area schools that stand out in terms of gym space need are Linwood P.S. and St. Jacobs P.S. ranked 17 and 14 respectively in terms of need (1 representing the school with the lowest ft² per constructed pupil place). While the ARC recognized that these two schools were not the Board’s highest priority in terms of lack of gym space it felt that there were additional factors to consider in evaluating gym space at WRDSB elementary facilities; namely the organization of the school and the number of gym programming spaces (single or double gym).

The ARC felt that school organization should be considered when evaluating the relative need for gym space. Whether a school has an intermediate program (grade 7-8) has an impact of the ability of the facility’s gymnasium to service the needs of its students. The logic being that the older students require more space as they are larger and faster, and become involved in more inter-school sports (St. Jacobs P.S. has indicated that it cannot host inter-school sports events as a result of its small

gymnasium). All the schools in the review area are JK-8 (Three Bridges P.S. is 1-8). When the ft²/OTG is ranked among the Board's JK-8 schools, St. Jacobs P.S. is ranked number 1 in terms of need.

Also, the ARC felt it important to consider the number of programmable gym spaces a facility had. Whether a school has a single or double gym is an important factor in determining whether the school has enough facility to provide quality daily physical activity (QDPA) for its students. Having a double gym means that two classes, especially in lower grades, can use the space simultaneously leading to more effective utilization. Considering this, the ARC felt that while Linwood P.S. was relatively high on the list in terms of need for gym space (ft²/OTG), its ability to program two classes simultaneously mitigates the lack of square footage.

Of all the Board's JK-8 facilities, there are only four in the system that lack a double gymnasium; Conestogo P.S., St. Jacobs P.S., Floradale P.S., and Three Bridges P.S. As a rule of thumb when constructing new facilities and renovating existing facilities the Board considers 400 pupil places (OTG) as the threshold to consider a double gymnasium. All of the schools mentioned above are currently constructed for less than 400 pupil places. However, with the addition of the FDK program and its accompanying construction, St. Jacobs P.S. will be the only JK-8 facility in the Board over 400 OTG without a double gymnasium.

Bus Lay-by

During the Accommodation Review an issue was raised with respect to the bus loading and unloading infrastructure and procedures in place at Three Bridges P.S. Township of Woolwich enforcement staff and Student Transportation Services of Waterloo Region (STSWR) reviewed the bus loading and unloading procedures at the facility after concerns were raised by the school administrator. Currently, because of the small parking area present at Three Bridges P.S., the buses servicing the school must line up along the shoulder of Three Bridges Rd., and then take turns backing up across Three Bridges Rd. into the lot. This is concerning as the posted speed along the road is 80 km/h and Three Bridges P.S. is located at a curve in the road, limiting driver visibility both of the buses parked on the shoulder and when backing up across the road. The Township has requested that the Board consider the construction of a dedicated bus loading/unloading zone at Three Bridges P.S. to alleviate the concerns (See Appendix A). The ARC agrees with the assessment of the Township and STSWR and believes a bus loading zone at Three Bridges P.S. should be taken into consideration with their recommendations.

- ***Other issues raised by ARC***

In addition to the initial issues raised by staff in recommending an Accommodation Review for the area further issues were raised and explored during the process.

Distance to school

The Woolwich and Wellesley Townships Accommodation Review Area, being primarily rural in nature, relies heavily on bussing to transport students to school. During the review the ARC raised concerns regarding the existing attendance area boundaries and their distance to the home school. In some cases there are areas of a school's attendance area that are closer to a school other than that attendance area's designated homeschool. This boundary situation may result in bus ride lengths that are longer than necessary. The ARC does recognize however, the complexity of bus routing and that longer distances to school may not always equate to a longer bus ride time.

The ARC identified two areas specifically where the distance to the home school was greater than to the closest school. Currently the southwest portion of the Floradale P.S. attendance area boundary, west of the town of Wallenstein, south of Line 86, and west of the Conestogo River, is closer to Linwood P.S. (see figure 1). This boundary was adjusted a number of years ago to help address an over capacity situation at Linwood P.S. which once had to accommodate over 600 students (see table 1). With Linwood P.S. now under capacity the ARC felt there may be an opportunity to readjust the boundary so that students attend the closest facility.

The other boundary area where students may be attending a home school that is not the closest facility is the Three Bridges P.S./St. Jacobs P.S. boundary. The Three Bridges P.S./St. Jacob P.S. boundary is a unique situation in the Board whereby both schools share an attendance area boundary for the same grades (1-8). Three Bridges P.S. effectively operates as a 'Mennonite' only school operating with a modified program and curriculum (for example no Kindergarten, no French language instruction). Students who may live closer to Three Bridges P.S. cannot attend the school if they wish to receive the Board's standard curriculum, resulting in longer transportation distances than necessary. Similarly, students living closer to St. Jacobs P.S. wishing to attend Three Bridges P.S. also may have a further distance to travel.

During the course of the Review process the ARC identified an additional area adjacent to the Review Area where students are attending a school which may not necessarily be the closest. The boundary for Conestogo P.S. is immediately east of the boundaries of Floradale P.S. and St. Jacobs/Three Bridges P.S. (see Fig. 2). Some portions of the northern Conestogo P.S. boundary are closer to Floradale P.S. Conestoga P.S. is currently over capacity (247 pupil places, 309.5 FTE) and utilizes 5 portables to accommodate it's students. The ARC feels there may be an opportunity to address this situation and that of surplus space at Floradale P.S. with a future boundary study.

Woolwich and Wellesley Townships Accommodation Review Area with Conestogo P.S. Boundary

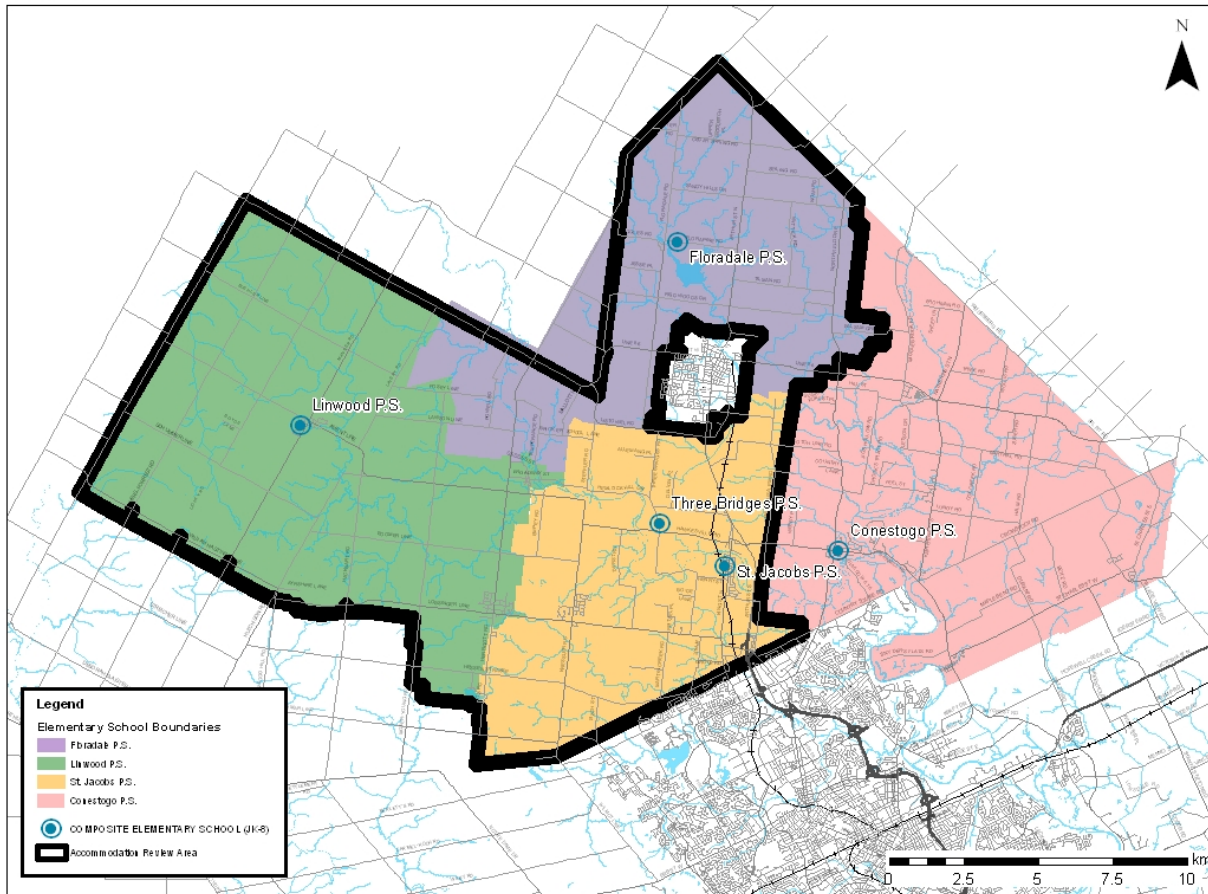


Figure 2: Woolwich and Wellesley Townships Accommodation Review Area with Conestogo P.S. boundary

Three Bridges P.S.

As previously mentioned Three Bridges P.S. occupies a unique position within the WRDSB. It is the only elementary school that shares a boundary for the same grades (1-8) with another elementary school (St. Jacobs P.S.). The unique situation at Three Bridges P.S. originated in the 1960's as the WRDSB was formed from the amalgamation of the multiple smaller school boards in the Region. As Three Bridges P.S. was absorbed into the WRDSB, the school community and the Board agreed upon a number of 'understandings' under which the school would operate recognizing the cultural sensitivities of the Mennonite population that the school serves (see appendix B).

Throughout the Review process the ARC has recognized the unique nature of the school and the community it serves. In some cases this has involved holding special information sessions specifically for the Three Bridges P.S. community who, generally as a group, do not participate in 'political' processes. During these consultations the

ARC has gained a greater appreciation of how Three Bridges P.S. fits into this community.

Three Bridges P.S. serves a diverse Mennonite population, comprised of approximately five different sects; Old Order, Old Colony, David Martin, Markham Conference, and Mid-West Fellowship who attend the school together. As one can imagine with a school originally built in 1872, many families currently attending have a significant historical attachment to the facility. Many parents have indicated that their children attend the school because their parents and grandparents did. Three Bridges P.S. families have also indicated that the rural character of the school and location are also reasons they choose to send their children to the facility. This is a community that for the most part have other educational options in their parochial schools, however choose to attend this facility.

As the ARC has proceeded through the process, conversations with the Three Bridges P.S. community have indicated that any change involving Three Bridges P.S. (renovation/rebuild, boundary change, closure, etc.) would likely result in a loss of enrolment for the Board. Depending upon the nature of the change, it is estimated the Board could experience a loss of up to 65% of the existing and future Three Bridges P.S. students to the parochial system.

Objectives

After reviewing and discussing the issues identified for the Review Area the ARC set about developing Review Objectives to guide, shape and evaluate the Accommodation options it developed.

Ensure equitable student access to a community school by having defined attendance area boundaries that relate geographically to the community it is located in.

With the proposed solution the ARC wanted to ensure students in the Review Area have equal access to educational resources at their community schools and have the attendance area boundaries of those schools be logically organized in relation to their location.

As mentioned previously, in some cases the current school boundaries result in students being transported to a home school that is not necessarily the closest school. As well, within the Three Bridges P.S./St. Jacobs P.S. boundary some felt that there is inequitable access to educational resources as those Three Bridges P.S. families wishing to access the Kindergarten program must attend St. Jacobs P.S. as Three Bridges P.S. does not offer the program. The ARC felt that this review may provide an opportunity to address the school boundary issue.

Where possible organize school attendance boundaries to minimize distance to school (time on bus)

Similar to the last objective this one seeks to address the boundary issues related to transportation distances and its impact on students bus ride length.

Address student transitions where changes proposed.

The ARC wanted to ensure that any proposed changes are implemented in such a way as to minimize the impact of change on students.

Have regard for Board policy 3002; Elementary School Size and Configuration, recognizing the challenges of rural areas.

The ARC recognized that the intent of Board Policy 3002 is to improve student learning opportunities. However, given the rural nature of the Review Area it felt that the letter of the policy was unachievable in a practical sense. Instead the ARC felt it could create more equitable student learning opportunities by balancing the enrolment between the facilities.

Support the efficient use of capital and operating resources through the consideration of facility condition, accessibility, and equitable access to educational amenities.

The ARC wanted to ensure that the recommended accommodation option recognized the issues and needs of the facilities in the Review Area while trying to be efficient with the funds the Board has available to it.

Maximize the number of students accommodated in permanent capacity.

The ARC wished to reduce the number of students housed in portables.

Maximize the use of existing capacity within facilities

The ARC wished to ensure that the existing (surplus) spaces in the Review Area schools were used effectively.

Recognize the unique needs of communities served by different schools through the reasonable accommodation of cultural differences.

This objective speaks to the ARC's desire to acknowledge the unique Mennonite community in the area at all the schools but especially Three Bridges P.S., ensuring this community is engaged in the process so that the ARC could find a solution that considers everyone.

Accommodation Review Committee Recommendations

Throughout the Accommodation Review process the ARC consulted with key stakeholders and examined 15 different accommodation options. Three Bridges P.S., and the unique position it holds within the WRDSB and the community it serves, were a key discussion point in all of the scenarios. In almost every scenario examined Three Bridges P.S. was either closed, or significantly modified in either program or structure, leading to the realization of a loss of elementary enrolment for the WRDSB from that community.

By ARC meeting #13 it became clear that the ARC could not reconcile the continued operation of the aging and very small facility within the context of the Review Objectives, and the unique role the school plays in the local conservative Mennonite community.

The feeling of the ARC is that whether or not Three Bridges P.S. continues to operate under the current conditions is not a decision it has the mandate to make. The 'understanding' under which the school operates was reached between the Three Bridges P.S. community and the Board of Trustees, and it should be the Board that decides if they wish to continue with that 'understanding'.

Therefore, the ARC wishes to present as their recommendation to the Board two scenarios; one that includes Three Bridges P.S. operating under the current conditions (Status Quo), and another that closes the facility and implements changes to the other schools in the Review Area (Scenario 10a).

Status Quo – Description

As mentioned, the ARC did not feel comfortable making a recommendation to modify to the conditions under which Three Bridges P.S. operates. The Status Quo is the only option moving forward, that continues the operation of Three Bridges P.S. in accordance with the ‘understandings’ reached in the past with the community. This scenario includes maintaining all the existing established boundaries for the schools in the review area.

However the ARC recognizes that maintaining the Status Quo scenario has implications for the Board with respect to some of the identified issues and Review Objectives.

Ensure equitable student access to a community school by having defined attendance area boundaries that relate geographically to the community it is located in.

Where possible organize school attendance boundaries to minimize distance to school (time on bus)

The Status Quo scenario does not address the issue/objectives related to having boundaries logically organized around the school locations so students attend the closest facility. A situation will continue to exist where students closer to Linwood P.S. are bussed to Floradale P.S., and where students are closer to Three Bridges P.S. or St. Jacobs P.S. but are transported to the other facility (see figure 3). As well, families attending Three Bridges P.S. wishing to access the FDK program will need to continue to do so at St. Jacobs P.S.

Address student transitions where changes proposed.

The Status Quo scenario does not seek to change the boundaries or organizations of any of the review area schools, so no student transitions need to be addressed.

Have regard for Board policy 3002; Elementary School Size and Configuration, recognizing the challenges of rural areas.

The Status Quo scenario keeps Three Bridges P.S. as an organization within the WRDSB. Projections for the Status Quo scenario indicate that Three Bridges P.S. will continue to possess an enrolment well below the school size guidelines recommended in Board Policy 3002 (See Table 8). As well, the enrolments at the facilities in the Review Area remain unbalanced, compromising the ability of these schools to realize the benefits that are achieved when school enrolments are aligned with those in Board Policy 3002.

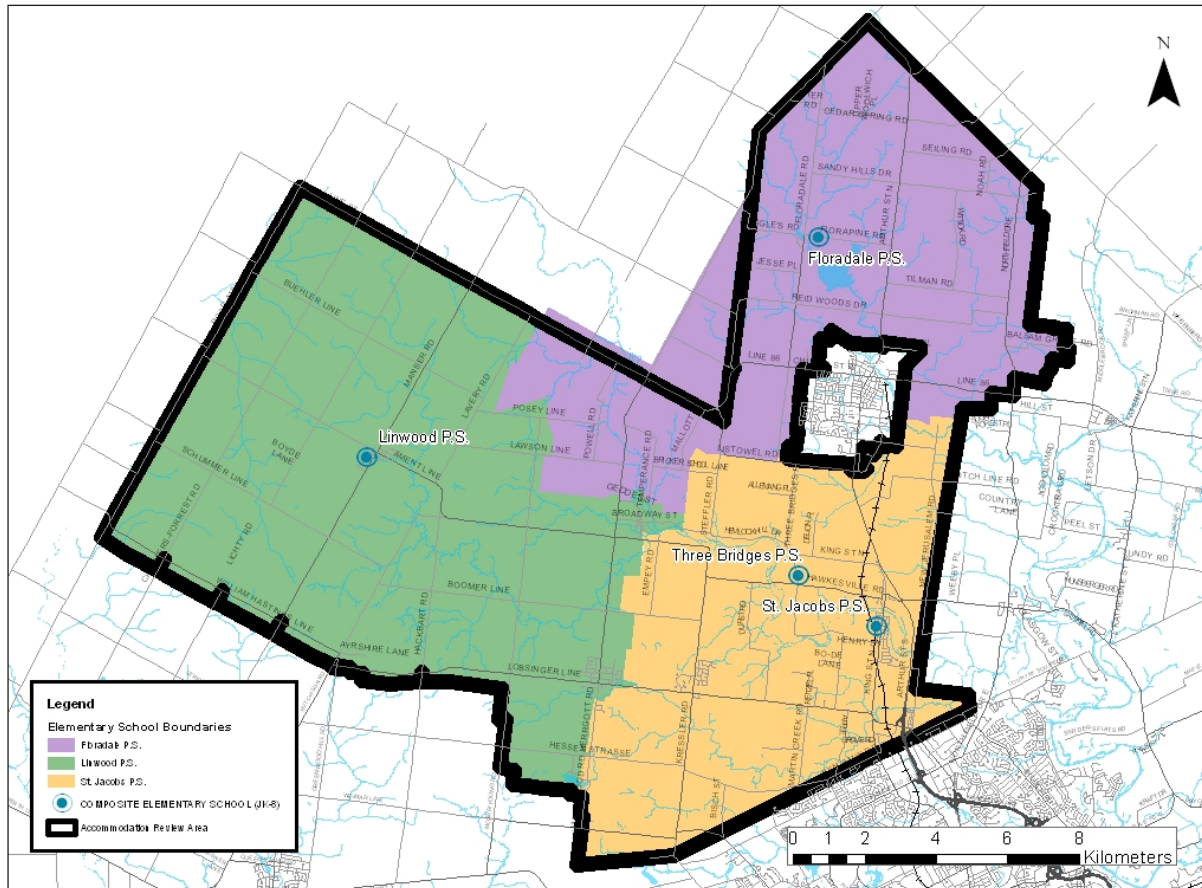


Figure 3: Status Quo Scenario Boundaries

Table 8: Status Quo Scenario Enrolment projections

School	Capacity with FDK	2012	2014	2016	2018	2020
Floradale P.S.	340	270	256	256	251	272
Linwood P.S.	551	429	404	418	425	429
St. Jacobs P.S.	406	315	327	360	368	380
Three Bridges P.S.	69	83	88	96	97	90
Total	1366	1097	1075	1130	1141	1171

Support the efficient use of capital and operating resources through the consideration of facility condition, accessibility, and equitable access to educational amenities.

As part of the Accommodation Review process the ARC examined the condition and maintenance/operating costs of the facilities in the Review Area. In addition to the existing infrastructure of the schools, this review included anticipated expenses that are likely to result from legislated programs/initiatives such as the FDK program, Accessibility legislation and addressing the identified deficiencies in the school's specialized educational spaces (St. Jacobs P.S. library and gym).

Table 9 illustrates the anticipated maintenance costs, expected expenses to implement the FDK program and to meet accessibility targets, as well as to address the deficiencies identified with respect to specialized educational spaces and safety issues identified at Three Bridges P.S.

Table 9: Anticipated Facility Maintenance and Capital Costs Status Quo Scenario

School	10yr Renewal needs	FDK	Accessibility	Bus Lay-by	Library	Gym	Total
Floradale P.S.	\$0.73 M	\$0	\$0	\$0	\$0	\$0	\$0.73M
Linwood P.S.	\$3.2 M	\$0	\$0	\$0	\$0	\$0	\$3.2 M
St. Jacobs P.S.	\$2.1 M	\$1 M	\$0.5 M	\$0	\$0.3 M	\$1.5 M	\$5.4 M
Three Bridges P.S.	\$0.54 M	\$0	\$0.08 M	\$0.05 M	\$0	\$0	\$0.68M
Total	\$6.57 M	\$1 M	\$0.58 M	\$0.05 M	\$0.3 M	\$1.5M	\$10 M

The anticipated future renewal needs for each school were identified and estimated from a cost standpoint by the consulting firm Anderson Building Sciences using methodology consistent with the Ministry of Education’s ReCAPP initiative. For the purposes of this Review costs were calculated for each facility by summing the maintenance/renewal needs classified as ‘high’ or ‘urgent’ anticipated over the next 10 years.

Of the four schools in the Review only St. Jacobs P.S. has a future cost associated with it to implement the FDK program (The \$1 M cost estimate to implement FDK is based on a 2 classroom addition funded at \$465K per room.). Floradale and Linwood Public Schools are already running the program (implemented in September 2010 and 2012 respectively), and Three Bridges P.S. (grades 1-8) does not operate a Kindergarten program. (The \$1 M cost estimate to implement FDK is based on a 2 classroom addition funded at \$465K per room.)

The ARC also looked at the accessibility of the schools in the review area, anticipating the costs to make the facilities accessible as outlined in the Accessibility for Ontarians with Disabilities Act (AODA). Floradale P.S., constructed in 2010, meets all of the accessibility requirements. Linwood P.S. is a single storey facility that will require minimal improvements to meet accessibility requirements.

St. Jacobs P.S. and Three Bridges P.S., on the other hand, will require more substantive efforts. Both facilities have educational spaces accessible only by stairs. For Three Bridges P.S., the basement area that was formally the library is currently used as a resource/withdrawal space. To make this space accessible it is proposed that the space be decommissioned and an additional portable be placed on site to compensate for the loss in educational space. An elevator was considered but ultimately deemed too expensive to access a single room. The estimated one time cost to purchase and install a portable is approximately \$80K.

To achieve accessibility at St. Jacobs P.S. an elevator installation will be required to access the educational spaces of the original 1929 building. Currently stairs are

required to access both the main floor and lower level of the original building from grade level. WRDSB Facilities staff estimate the cost to install an elevating device at the facility to be approximately \$0.5 M.

To address the Three Bridges P.S. bus pick-up/drop-off safety concerns raised by the Township and STSWR the Board engaged an architect to design a bus lay-by feature at the school. The cost to construct such a feature was estimated to be approximately \$ 50K.

As previously mentioned, both the library and gym educational spaces of St. Jacobs P.S. have been identified as below WRDSB system benchmarks, and concerns were expressed over the lack of small educational program spaces in the older facility. To address the concerns the ARC has expressed with these spaces the addition of a double gym, and a library renovation have been proposed. The addition of a double gym to the facility is expected to cost approximately \$1.5 M (based on recent WRDSB comparable projects), and a renovation to the library about \$300 K.

Including projected maintenance and renewal items over the next 10 years as well as addressing legislative requirements and facility deficiencies the costs for maintaining the Status Quo scenario in the review area is estimated to be approximately \$10 M. Of that amount \$5.4 M is attributed to St. Jacobs P.S. Recognizing the disproportionate costs associated with maintaining and bringing this particular facility up to a certain standard the ARC wished to examine the costs associated with a rebuild of the school. Table 10 illustrates the funding the Ministry of Education would provide to build schools of the same size as those existing in the Review Area.

Table 10: Capital Funding Benchmarks* – New Construction

School	OTG Capacity	m ² / Student	\$/m ² Funded	\$ Funded if Built New
Floradale P.S.	322	11.32	1847.53	\$6.73 M
Linwood P.S.	527	10.25	1847.53	\$9.98 M
St. Jacobs P.S.	351	10.99	1847.53	\$7.13 M
Three Bridges P.S.	69	13.87	1847.53	\$1.61 M

*From Ministry of Education Memorandum 2011:B6 "Revised Capital Funding Benchmarks".

At \$5.4M in anticipated costs for St. Jacobs P.S. over the next 10 years the Board would be investing the equivalent of 75% of the cost of building a new facility. Based on this information, the ARC believes that there is a strong case to be made for a rebuild of St. Jacobs P.S. While the project may seem logical on the surface the ARC did also discuss some of the challenges of a rebuild of St. Jacobs P.S namely; the small site (4.5 acres), potential heritage designation of the original building, and the uncertainty of Ministry of Education approval and funding.

Maximize the number of students accommodated in permanent capacity.

The Status Quo Scenario would continue the requirement of portables to accommodate some Review Area students. Enrolment projections (see Table 7) indicate that St. Jacobs P.S. would likely require up to two portables in the longer term as its enrolment approaches the building's capacity. Portables would also continue to be used at Three Bridges P.S. Currently the school utilizes 3 portables and would require a fourth sometime in the future to meet accessibility guidelines.

Maximize the use of existing capacity within facilities

Enrolment projections indicate that there will exist surplus capacity in the Review Area (see Table 7). Both Floradale P.S. and Linwood P.S. are expected to have excess capacity over the next ten years, while St. Jacobs P.S. and Three Bridges P.S. are expected to be fully utilized.

Recognize the unique needs of communities served by different schools through the reasonable accommodation of cultural differences.

Under the Status Quo Scenario Three Bridges P.S. continues to serve the conservative Mennonite community of the area whom, in general, have not been as comfortable with public education as other communities in the Board. However, it should also be noted that the continued operation of Three Bridges P.S., and the involvement of this community, is premised on the 'understandings' that have guided the curriculum and operation of the school since amalgamation.

Status Quo – Recommendations

For the implementation of the Status Quo Scenario the Woolwich and Wellesley Townships ARC recommends to the WRDSB that;

Recommendation #1: Rebuild St. Jacobs P.S.

Given the expected estimated costs at St. Jacobs P.S. over the next 10 years the WRDSB consider a rebuild of the facility (estimated at \$7.2 M), including a double gymnasium, on its existing site.

Recommendation # 2: Construct Three Bridges P.S. Bus Lay-By.

The WRDSB complete the proposed bus lay-by at Three Bridges P.S. to improve student and community safety.

Recommendation # 3: Consider Boundary Study between Floradale P.S. and Conestogo P.S.

Given the fact that some areas of the Conestogo P.S. attendance boundary are closer to Floradale P.S. and the existing and projected surplus space at Floradale P.S., the WRDSB consider a boundary study between Floradale P.S. and Conestogo P.S.

Scenario 10a - Description

Scenario 10a would see the closure of Three Bridges P.S. and boundary changes between Floradale P.S. and Linwood P.S. and between Floradale P.S. and St. Jacobs P.S. (see figure 3). The ARC believes that this accommodation option would help the Board in reducing surplus capacity and eliminating the long term maintenance costs on a small and aging facility. Staffing costs would also be reduced, as one less facility would need to be staffed with an administrator, and secretarial, library and custodial hours. However, this option may also lead to an overall reduction in enrolment in the Review Area as not all of the current Three Bridges P.S. students are expected to attend the other schools should a change be implemented.

With the closure of Three Bridges P.S. school attendance areas would need to be changed to accommodate one less facility. As has been mentioned Three Bridges P.S. shares a boundary with St. Jacobs P.S. While the ARC did consider leaving the existing boundary in place and just have the Three Bridges/St. Jacobs Public School boundary become just the St. Jacobs P.S. boundary, enrolment and facility pressures at St. Jacobs P.S. and the nature of the Three Bridges P.S. community led the ARC to recommend a boundary change between St. Jacobs P.S. and Floradale P.S.

The Floradale P.S. boundary would be extended south approximately to Hawkesville Rd. With the closure of Three Bridges P.S. it would be necessary to accommodate the displaced school population elsewhere. St. Jacobs P.S. is fully utilized, experiencing facility pressures and is expected to increase its enrolment slightly with the small residential development in the south end of the town. Floradale P.S. has the available capacity to accommodate the additional enrolment expected from the boundary change.

The current Three Bridges/St. Jacobs Public School boundary contains a mix of Three Bridges/St. Jacobs Public School students throughout the boundary although not evenly distributed. The northern portion of the boundary contains a greater proportion of Three Bridges P.S. families while the southern portion has more St. Jacobs P.S. families. Consultations with the Three Bridges P.S. community have indicated that if required to attend another facility, Floradale P.S. would be the one they are most comfortable with, as that facility has a similar rural setting, and student composition. The proposed boundary change would direct more Three Bridges P.S. families to Floradale P.S.

The addition of Three Bridges P.S. enrolment to Floradale P.S. would also allow for a small boundary change between Linwood P.S. and Floradale P.S. Distance to schools was an issue the ARC wanted to explore as it was brought up that there were some areas in the review that were closer to a school other than their home school. The Linwood/Floradale Public School boundary near Wallenstein (see figure 4 – area A) is

one of those situations. The ARC proposes a boundary change between the two schools so that students who live closer to Linwood P.S. will attend that facility.

It should be noted that it is unclear how many Three Bridges P.S. students would choose to attend Floradale P.S. if this change is implemented. Should a less than expected number of Three Bridges P.S. students choose to attend Floradale P.S., the school could see an overall reduction in enrolment as a result of the boundary change with Linwood P.S.

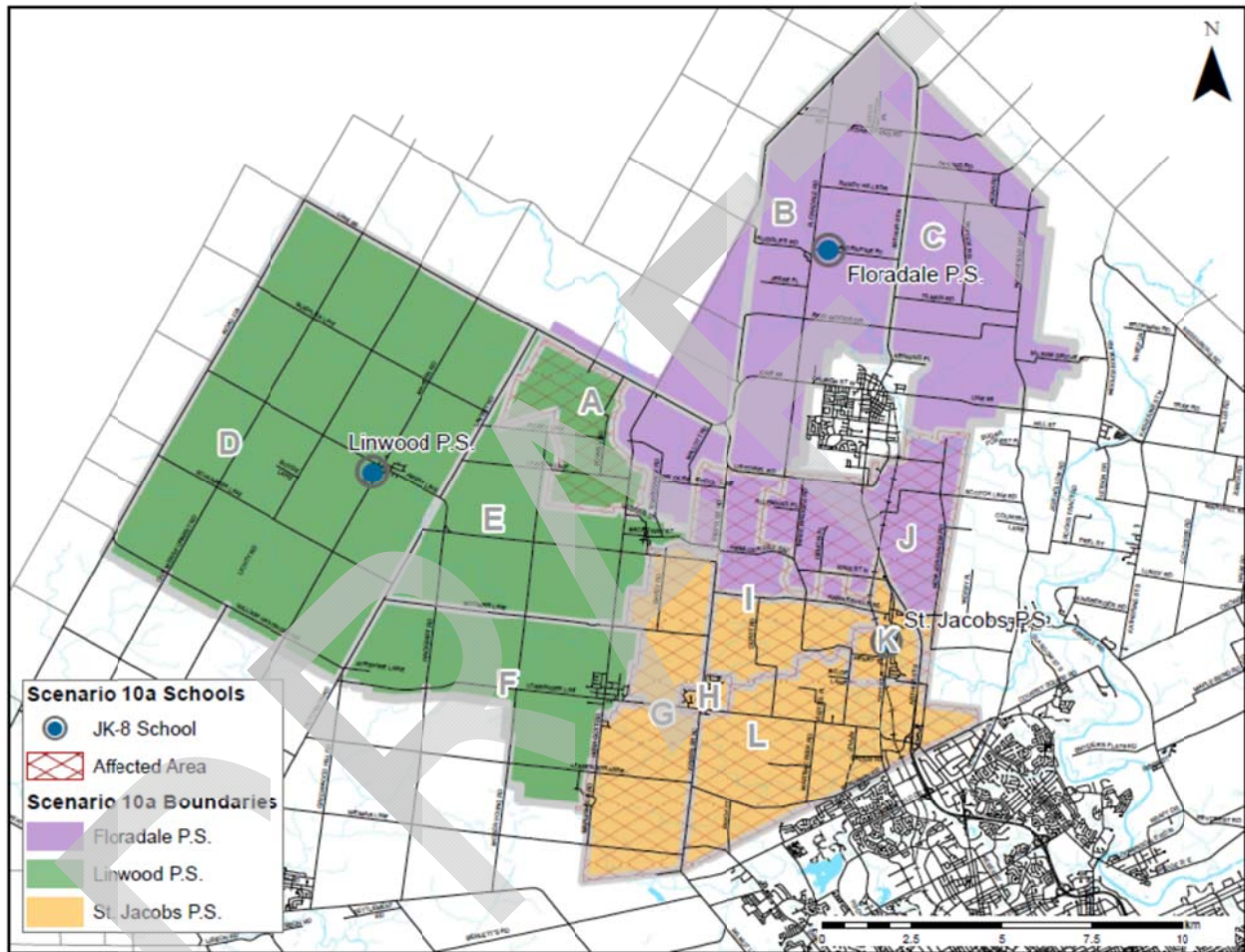


Figure 4 – Scenario 10a proposed boundary changes.

This scenario closes one facility and uses existing capacity to accommodate the displaced students. It is expected that Scenario 10a could accommodate all the Review area students without the use of portables save one or two at St. Jacobs P.S. in the long term (see table 11). However it should be noted that enrolment projections for this scenario only account for approximately 35% of the existing and anticipated future Three Bridges P.S. enrolment being retained.

Table 11: Scenario 10a Enrolment Projections

School	Capacity with FDK	2012	2014	2016	2018	2020
Floradale P.S.	322	270	273	268	261	277
Linwood P.S.	527	429	427	444	451	455
St. Jacobs P.S.	406	315	322	360	368	382
Three Bridges P.S.	69	0	0	0	0	0
Total	1255	1097	1022	1072	1080	1114

Overall the ARC felt that Scenario 10a was the best with respect to the issues and objectives raised by the Board, ARC and broader community.

Ensure equitable student access to a community school by having defined attendance area boundaries that relate geographically to the community it is located in.

Where possible organize school attendance boundaries to minimize distance to school (time on bus)

Scenario 10a would see some improvement in distance to home school issues between Linwood P.S. and Floradale P.S. (see figure 4), however the Floradale/St. Jacobs Public School boundary change would increase distance to homeschool for some families. The ARC recognized this challenge with this particular scenario but felt the accommodation of the Three Bridges P.S. families was paramount.

Address student transitions where changes proposed.

Scenario 10a would introduce significant change to the Review Area with the closure of Three Bridges P.S. and associated attendance area boundary changes. The ARC recognizes the disruption this change would cause specifically to the Three Bridges P.S. community and discussed strategies to gently implement the change.

Since Three Bridges P.S. and St. Jacobs P.S. share an attendance area boundary the closure of Three Bridges P.S. would default the attendance area boundary to St. Jacobs P.S. For many of the Three Bridges P.S. families living in this area, attending St. Jacobs P.S. is a not an option due to the more 'urban' setting of the facility. Consultations with the Three Bridges P.S. community have indicated that at least some of the families would be more comfortable sending their children to Floradale P.S., if they had to change.

For this reason the ARC proposes to move the boundary between Floradale P.S. and St. Jacobs P.S. south to Hawkesville Rd. as previously mentioned. However this boundary change may still leave some Three Bridges P.S. families (who remain in the new St. Jacobs P.S. boundary) with no choice but to attend St. Jacobs P.S. or switch to a parochial school.

To address this the ARC proposes that a grandparenting option, with transportation, be extended to all the existing Three Bridges P.S. students (students enrolled at Three Bridges P.S. the year prior to the school closure) and any siblings not yet in the system to attend either Floradale P.S. or St. Jacobs P.S. As well, because Three Bridges P.S. does not have a Kindergarten program and families use St. Jacobs P.S. for that program, the ARC would like to extend this grandparenting option to those students enrolled in the Kindergarten program at St. Jacobs P.S. who would otherwise attend Three Bridges P.S. upon entering grade 1 and any siblings not yet in the system. Also, because a very small number of existing St. Jacobs P.S. students would be in the new Floradale P.S. boundary, the ARC proposes that a grandparenting option, with transportation, be extended to those students so they could finish out elementary school at St. Jacobs P.S. All new students registering after the closure of Three Bridges P.S. would then be directed to their home school as dictated by the new attendance area boundaries.

It should be noted that the ARC recognizes the extension of the grandparenting option to siblings of existing students who may not be in the system when the boundary changes is in contravention of Board Procedure 4260 : Student Transportation. Procedure 4260 Section 11 states;

11. Grandparenting Provision

11.1. In some instances it may be necessary to phase-in the implementation of transportation changes in order to provide a transition period for the community. The following conditions will be applied when transportation service is grandparented.

11.1.1. A definitive end date must be declared as of the implementation of the change;

11.1.2. The provision of service may only be extended to pupils who are currently enrolled;

11.1.3. Transportation service will be provided in a manner consistent with the distance guidelines established by the Board.

The extension of grandparenting to siblings not yet in the system is being recommended by the ARC because it was felt that limiting the grandparenting option to only existing students could have a negative impact in the student retention the Board sees from the existing Three Bridges P.S. families. The ARC believes limiting grandparenting will force some families to either choose to split up their children across two schools or keep their children all together in the parochial school system. The ARC therefore requests the Board grant a special exemption in this circumstance.

With regard to the Floradale/Linwood Public Schools boundary change, the ARC proposes extending a grandparenting option to those affected students in grade 7 students the year before the boundary change, so that they may avoid having to change schools the year before the transition to secondary school. Also, the ARC would like to offer the grandparenting option, with transportation, to any sibling(s) of the aforementioned grade 7 students, to remain at Floradale P.S. with their older sibling, with the understanding that the next year they would be required to attend Linwood P.S. regardless of their grade level.

Have regard for Board Policy 3002; Elementary School Size and Configuration, recognizing the challenges of rural areas.

This scenario offers little improvement to the enrolment at the retained facilities with respect to the objective relating to school size and Board Policy 3002. Little change over the Status Quo scenario is expected at Floradale, Linwood, and St. Jacobs Public Schools as only 35% of the existing Three Bridges P.S. enrolment is expected to be retained to redistribute between the three facilities. However, the Board would meet some of the intent of the Policy by eliminating a very small school organization.

Support the efficient use of capital and operating resources through the consideration of facility condition, accessibility, and equitable access to educational amenities.

Scenario 10a would see an improvement to the maintenance and operating costs expected to be incurred by the Board over the next 10 years. The ARC believes the Board would realize savings from the closure of Three Bridges P.S. of approximately \$680K attributed to the projected maintenance, accessibility, and bus layby. Total projected maintenance and capital costs for Scenario 10a are shown in Table 12. While Scenario 10a is expected to eliminate the facility maintenance and capital costs associated with Three Bridges P.S., the ARC recognizes the facility equity and condition issues remain at St. Jacobs P.S.

Table 12: Anticipated Facility Maintenance and Capital Costs Scenario 10a

School	10yr Renewal needs	FDK	Accessibility	Bus Lay-by	Library	Gym	Total
Floradale P.S.	\$0.73 M	\$0	\$0	\$0	\$0	\$0	\$0.73M
Linwood P.S.	\$3.2 M	\$0	\$0	\$0	\$0	\$0	\$3.2 M
St. Jacobs P.S.	\$2.1 M	\$1 M	\$0.5 M	\$0	\$0.3 M	\$1.5 M	\$5.4 M
Three Bridges P.S.	\$0.54 M	\$0	\$0.08 M	\$0.05 M	\$0	\$0	\$0.68M
Total	\$6.03 M	\$1 M	\$0.5 M	\$0.0	\$0.3 M	\$1.5M	\$9.32 M

The ARC also discussed the staffing implications that one less facility would have across the Review Area. It is anticipated that consolidating facilities in the Review Area would lead to reduced staffing needs on whole. Table 12 compares the estimated administrative, secretarial, custodial, library and teaching staffing levels required between the Status Quo, and Scenario 10a. Estimates indicate that the Board could

save the costs of one administrator, as well as custodial, secretarial, and library clerk hours that could be saved or reallocated through the system. It should be noted, that while Table 13 indicates a reduction in teaching staff necessary with Scenario 10a, this is primarily due to the loss of enrolment from the Three Bridges P.S. community.

Table 13: Staffing comparison*: Status Quo v. Scenario 10a

	School	Administrator	Custodian (40 hrs)	Teacher	ECE (FDK)	Library (hrs)	Secretary (35hrs)
Status Quo	Floradale P.S.	1	2	12	1	21	1
	Linwood P.S.	1.5	2.75	19	3	21	1.4
	St. Jacobs P.S.	1	2	16	3	25	1
	Three Bridges P.S.	1	1	5	0	17.5	1
	Total	4.5	7.75	52	7	84.5	4.4
Scenario 10a	Floradale P.S.	1	2	12	1	21	1
	Linwood P.S.	1.5	2.75	19	3	25	1.4
	St. Jacobs P.S.	1	2	16	3	21	1
	Total	3.5	6.75	47	7	67	3.4

* Staffing levels estimated using enrolment projections for 2016 for both scenarios.

Maximize the number of students accommodated in permanent capacity.

As mentioned previously Scenario 10a would see a reduction in the number of portables necessary to accommodate students. Portables would not be necessary at any of the facilities save for perhaps St. Jacobs P.S. in the longer term.

Maximize the use of existing capacity within facilities

Scenario 10a would see a slight improvement to the utilizations of existing capacity in the retained facilities. The boundary change between Linwood P.S. and Floradale P.S. would see more effective utilization of Linwood P.S., than the Status Quo Scenario (See Table 10).

Recognize the unique needs of communities served by different schools through the reasonable accommodation of cultural differences.

The closure of Three Bridges P.S. would be a significant change for the unique community that the school serves. The ARC recognizes this impact and has proposed measures that seek to lessen the impact of the change; namely the modification of the Floradale/St. Jacobs P.S. boundary to include more existing Three Bridges P.S. families, and the provision of an extended grandparenting option to those existing Three Bridges P.S. students who fall outside the new Floradale P.S. boundary.

Scenario 10a – Recommendations

For the implementation of Scenario 10a the Woolwich and Wellesley Townships ARC recommends to the WRDSB that;

Recommendation #1: Close Three Bridges P.S.

Three Bridges P.S. be closed effective July 1, 2014; and that

Students enrolled at Three Bridges P.S. during the 2013/2014 school year and their siblings be given the opportunity to attend either St. Jacobs P.S. or Floradale P.S. starting the 2014/2015 school year until completion of grade 8; and that

Students enrolled in Kindergarten at St. Jacobs P.S. during the 2013/2014 school year who would otherwise attend Three Bridges P.S. upon graduation to grade 1 be given the opportunity to attend either St. Jacobs P.S. or Floradale P.S. starting the 2014/2015 school year until completion of grade 8; and that

Transportation be extended to those Three Bridges P.S. and St. Jacobs P.S. students and siblings based on transportation eligibility.

Recommendation #2: Modify the boundary between Floradale P.S. and St. Jacobs P.S.

The Floradale P.S. and St. Jacobs P.S. boundary be modified as illustrated in figure 3; and that

Affected Grade 7 students, and their siblings, attending St. Jacobs P.S. during the 2013/2014 school year be given the opportunity to attend St. Jacobs P.S. or Floradale P.S. for the 2014/2015 school year; The Floradale P.S. and St. Jacobs P.S. boundary be modified as illustrated in figure 3; and that

Transportation be extended to those Grade 7 students and their siblings, for the duration of the 2014/2015 school year based on transportation eligibility.

Recommendation #3: Modify the boundary between Floradale P.S. and Linwood P.S.

The Floradale P.S. and Linwood P.S. boundary be modified as illustrated in figure 4; and that

Grade 7 students, and their siblings, attending Floradale P.S. during the 2013/2014 school year be given the opportunity to attend Floradale P.S. or Linwood P.S. for the 2014/2015 school year; and that

Transportation be extended to those Grade 7 students and their siblings, for the duration of the 2014/2015 school year based on transportation eligibility.

Recommendation #4: Rebuild St. Jacobs P.S.

Given the expected estimated costs at St. Jacobs P.S. over the next 10 years the WRDSB consider a rebuild of the facility, including a double gymnasium, on its existing site.

Recommendation # 5: Consider Boundary Study between Floradale P.S. and Conestogo P.S.

Given the fact that some areas of the Conestogo P.S. attendance boundary are closer to Floradale P.S. and the existing and projected surplus space at Floradale P.S., the WRDSB consider a boundary study between Floradale P.S. and Conestogo P.S.

Conclusion

After fourteen months of stakeholder consultations, discussion and careful consideration of the issues present in the Review Area the Woolwich and Wellesley Townships ARC has outlined two paths the WRDSB can use to move forward. Both include recommendations to address issues of facility equity, safety, and access to educational amenities (most notably at St. Jacobs P.S.). The difference between the two options is the continued operation of Three Bridges P.S. as a WRDSB facility.

The option that moves forward maintaining Three Bridges P.S. allows the Board to continue to support an historical agreement accommodating the unique cultural needs of a specific community. This accommodation, however may limit the Board in their ability to address some of the maintenance and operational efficiency issues raised by the community, and identified in the ARC Terms of Reference.

The option that would see the closure of Three Bridges P.S. would allow the Board to address some of the maintenance and operational efficiency issues often associated with small school organizations, but may not as well serve the cultural needs of that community. The Board could also experience a loss of enrolment as some of the Three Bridges P.S. existing and future students migrate to the parochial school system.

The ARC did not feel that it was their mandate to decide if the Board should continue to support its historical agreement with the Three Bridges P.S. community so it has provided what it believes to be its best recommendations whichever path the Board chooses. The ARC recognizes that it is a difficult decision for Trustees and hopes the information discovered throughout the review process and provided in this report help inform a decision that is in the best interests of all the students in the Review Area and the Board as a whole.

Woolwich and Wellesley Townships Accommodation Review Committee
DRAFT Accommodation Report

In closing, the ARC would like to thank the parents and community members who attended the public meetings and expressed their concerns and provided input and feedback throughout the accommodation review process.

DRAFT



THE TOWNSHIP OF
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July 30th, 2012

By Fax: 519-664-3025

Principal Wayne Dunham
 Three Bridges School
 2043 Three Bridges Road
 St. Jacobs, ON N0B 2N0

Dear Principal Dunham:

Re: Three Bridges Public School

Following our conversation I asked my Enforcement Staff to investigate the issues you raised regarding the speed of vehicles and concerns of motorists expressing frustration regarding the buses loading and unloading students at the school.

It has come to my attention through this investigation that the way that school buses load and unload students at Three Bridges Public School creates a safety hazard for motorists and students. The safety concern involves the 10 minutes morning and afternoon when buses wait on the road and then reverse onto the school property to load or unload students.

The speed limit on Three Bridges Road is currently 80 km/hr. The road has curves in it on both sides of the school that negatively impact the sight lines of bus drivers and oncoming motorists. While buses are parked on the road waiting to back in, motorists approach the school with reduced sightlines and little warning of the parked buses, then have a hard time seeing around the buses to pass them. There is the risk of a bus pulling out in front of a vehicle by accident.

The school buses also take turns reversing into the school front yard. I am concerned that this is a safety issue for motorists when the buses are backing onto the school property, and for students that are getting on or off the buses.

I am requesting that consideration be given to the creation of a proper bus loading zone in front of the school or somewhere on the school property to eliminate safety concerns for motorists and students. I have provided information to our Engineering Department to assess the possibility of changing the School Zone signs and reducing the speed in this area.

If I can be of any further assistance please contact me. I will request that Township Staff try to upgrade the signs prior to the start of school. With current workloads this may not be possible but I will contact you to keep you informed regarding the signs and speed limit.

Yours truly

Christine Broughton
 Director, Council and Information Services

cc: Tanya Greig, Enforcement Services
 Dan Kennaley, Director of Engineering and Planning Services

"Proudly remembering our past; Confidently embracing our future."



1872-

THREE BRIDGES PUBLIC SCHOOL

RR # 1, St. Jacobs
NOB 2N0
664-2931

November 30, 1988

WHAT WAS PROMISED?

Discussion at a recent Parent's Coffee Hour briefly focused on the agreement made between the Board and the community in 1969. This was the date when the County Board came into existence.

It appears that promises were made by the Board to ensure the unique nature of Three Bridges. However, no written record exists and few of our current parents were involved.

The committee representing the community was made up of Aden Sauder, Amos Martin and Ornan Martin. I have spent some very interesting time with these gentlemen recollecting what occurred in 1968-69.

The three committee members agreed that they asked for five points and were granted four. These are the points as they remember them.

1. A personnel change was requested. (granted)
2. Compulsory sex education was not to be included in the curriculum. (granted)
3. Compulsory French education was not to be included in the curriculum. (granted)
4. Transportation to all those within reasonable distances was to be provided. Three Bridges was not to have fixed boundaries. It was requested that students not be moved out of the school for different grades or for certain subjects. (granted)
5. Film education was to be eliminated from the school. (not granted) Mr. Sauder remembers that films were already a part of this school and throughout the county. Therefore, the Board would not grant this request.

This happened twenty years ago and memories are not infallible. However, this is an accurate account of what we can remember of these discussions.

Mr. Aden Sauder

Amos D Martin Mr. Amos Martin

Mr. Ornan Martin

School Modification by Parent Council

How the educational programs have been modified at Three Bridges School to attempt to meet the wishes of the parents. Agreements presented were made in consultation of Mr. Root, principal of Three Bridges School.

1. Bible Reading and Lord's Prayer daily.
2. Emphasis on Reading, Writing and Arithmetic.
3. Careful selection of books for library.
4. Careful selection of textbooks for classroom use.
5. Limited use of audio-visual equipment – tape recorder, radio, overhead projector, filmstrip projector, movie projector, computer. Use of films only as a last resort to teach a concept, or review a concept. **Never** used for entertainment. No television.
6. Removal of French from our curriculum.
7. Only children of Mennonite faith are enrolled at the school.
8. We don't teach topics which conflict with religious beliefs – eg. Evolution.
9. Courses are as practical as the Ministry of Education allows. ie. We endeavour to show how the topics relate to the everyday life of the children where possible.
10. Some children are bused to Three Bridges when they are closer to other schools.
11. Evening and daytime programs offered when parents may visit the school to observe or take part in activities.
12. Program changes are explained to the parents before they are begun. (eg. Electives)
13. Careful selection of excursions or trips to increase the children's learning experiences.
14. We try to avoid homework assignments so the children will be available for duties at home.
15. We offer remedial assistance in our school for children who are weak or behind in some subject areas for various reasons, such as illness, absence, etc.
16. Following report cards, an opportunity is provided for interviews regarding the progress of the children.
17. If a child is needed at home to work for a day, we accept this with understanding.
18. Many children leave school at the age of 14 to work at home. We realize you are training them there, hence no legal action has been taken.
19. Sports activities are not undertaken with other schools. The games we play are for our students only. Eg. Baseball, volleyball, hockey, etc.