

Hamilton-Wentworth District School Board

Accommodation Review: Initial Report

Ancaster

11-14-2016

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1. Introduction

Hamilton-Wentworth District School Board (HWDSB) is responsible for providing quality teaching and learning environments that support student achievement. The decisions associated with the Accommodation Reviews are made by HWDSB Trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources.

Effectively managing capital assets and responding to changing demographics and program needs is essential to equitable access, student achievement and school board financial sustainability. An aspect of school board's capital and accommodation planning is reviewing schools that have a variety of accommodation issues through accommodation reviews.

As per the Ministry of Education (MOE) Pupil Accommodation Review Guidelines, prior to establishing an accommodation review, the initial report must be submitted to the Board of Trustees and must contain one or more options to address the accommodation issues. The initial report must also include information on actions taken by school board staff prior to establishing an accommodation review process and supporting rationale as to any actions taken or not taken.

The content included in the initial report includes the following:

- documentation of required work completed prior to the accommodation review;
- summary of background data used in staff option creation;
- summary of accommodation issues for the schools under review;
- initial option which includes the following information:
 - where students would be accommodated;
 - if proposed changes to existing facility or facilities are required as a result of the accommodation review;
 - identify any program changes as a result of the proposed option;
 - how student transportation would be affected if changes take place;
 - if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
 - relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space;
 - timeline for implementation; and
 - School Information Profiles.

2. School Board Planning Prior to Accommodation Review

As per HWDSB's Accommodation Review Policy (Appendix-A), prior to an accommodation review, HWDSB is committed to:

- Investigate alternate accommodation strategies that support the key criteria listed below - such as:
 - boundary reviews and program reallocation to effectively fill space;
 - removing sections of schools to reduce operating costs;
- Pursue community planning and facility partnerships;
- Advocate for fair and equitable funding from the Ministry of Education to support quality teaching and learning environments;
- Pursue creative initiatives to generate operating dollars or reduce operating costs; and
- Maintain an up-to-date Long-Term Facilities Master Plan.

The key criteria of accommodation reviews include, but are not limited to:

- Student learning and achievement, school renewal, and partnerships through HWDSB's Vision: Curiosity-Creativity-Possibility;
- School board financial viability/sustainability;
- Student positive culture and well-being;
- The Guiding Principles as defined in HWDSB's Long-Term Facilities Master Plan.

The accommodation review guiding principles indicate that HWDSB is committed to investigating alternative accommodation strategies prior to an accommodation review. Each year HWDSB updates the Long-Term Facilities Master Plan and staff revise the proposed accommodation strategies needed for each planning area. All accommodation strategies are taken into consideration including boundary reviews, program changes, facility changes, new builds and accommodation reviews.

2.1. Community Planning and Facility Partnerships

On October 19, 2016, HWDSB hosted the Community Planning and Partnerships meeting at HWDSB's Education Centre. The meeting provided an opportunity for HWDSB staff to share information regarding the Long-Term Facilities Master Plan, details regarding schools eligible for facility partnerships and information available on the facilities partnership website. Stakeholders were also invited to present any relevant information regarding potential facility partnerships and planning.

Notification regarding the Community Planning and Facility Partnerships was shared through newspaper advertisements, and invitation letters were sent to over 1,200 Hamilton based agencies. The recipient list included:

- The City of Hamilton;
- Applicable District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s);
- Applicable Public Health Boards;
- Local Health Integration Networks and Children’s Mental Health Centres;
- Child care operator partners;
- Agencies through *Inform Hamilton*.

No direct requests were made regarding the Ancaster or West Hamilton City planning area schools. There were general inquiries regarding the facility partnership process. Please see HWDSB website for the presentation and minutes from the meeting.

2.2. Long-Term Facilities Master Plan

School Boards must produce a long-term capital and accommodation planning document, which takes into consideration long-term enrolment projections and planning opportunities for the use of excess space in schools. HWDSB first produced the Long-Term Facilities Master Plan (LTFMP) in 2013. The LTFMP is a fluid document that is updated on an annual basis and identifies the current state of HWDSB’s facilities and outlines a facility management strategy.

The purpose of the Long-Term Facilities Master Plan:

1. Provide background information with respect to HWDSB’s long-term capital plan and accommodation strategy schedule
2. Provide a framework for decision making regarding HWDSB facilities
3. Provide a long-term accommodation strategy schedule

In order to ensure HWDSB provides equitable, affordable and sustainable learning facilities, the following LTFMP Guiding Principles have been created. These principles guide and assist in creating the framework for determining the viability of our schools, which is a key component in the development and implementation of the Long-Term Facilities Master Plan.

The Guiding Principles are consistent with the commitment to provide quality teaching and learning environments that are driven by the needs of students and programs

Guiding Principles:

1. HWDSB is committed to providing and maintaining quality learning and teaching environments that support student achievement (HWDSB Strategic Directions, Annual Operating Plan 2011-12)
2. Optimal utilization rates of school facilities is in the range of 90- 110%
3. Facilities reflect the program strategy that all students need personalized learning, pathways, schools with specialization and cluster and community support (*Learning for All: HWDSB Program Strategy*)

4. The scheduled length of time on a vehicle provided through HWSTS shall not exceed 60 minutes one way. (*Transportation Policy, 2014*)
5. School facilities meet the needs of each of our students in the 21st century (*Education in HWDSB, 2011*)
6. Accessibility will be considered in facility planning and accommodation (*Accessibility (Barrier-Free) "Pathways" Policy, 1999*)
7. School facilities provide neighbourhood and community access that supports the well-being of students and their families (*A Guide to Educational Partnerships, 2009*)
8. School facilities have flexible learning environments including adaptive and flexible use of spaces; student voice is reflected in where, when and how learning occurs (*Education in HWDSB, 2012*)
9. Specific principles related to elementary and secondary panels:

Elementary

- a. *School Capacity* - optimal school capacity would be 500 to 600 students, which creates two to three classes for each grade
- b. *School Grade/Organization* –Kindergarten to-Grade 8 facilities
- c. *School Site Size* - optimal elementary school site size would be approximately 6 acres
- d. *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery

Secondary

- a. *School Capacity* - optimal school capacity would be 1000 to 1250 students
- b. *School Site Size* - ideal secondary school site size would be approximately 15 acres, including a field, parking lot and building

(NOTE: Not meeting the aspects of the program specific principles above (#9), does not preclude that a school has been pre-determined for automatic closure or other accommodation strategies. The principles are intended to be guides and are not always applicable to all situations).

2.3. Consultation with Local Municipal Government

HWDSB and City of Hamilton staff meet regularly as part of the Joint Property Asset Committee. The committee was formed by both City and Board staff to strengthen the relationship between the organizations in order to address projects that affect both governing bodies. HWDSB and City of Hamilton also meet as part of the HWDSB Liaison Committee. The mandate of this sub-committee is to strengthen the relationship between the City and HWDSB by addressing issues affecting governing bodies and promoting increased co-operation, synergies and efficiencies between City Council and Board of Trustees.

During the annual update of the LTFMP, and day-to-day operations, HWDSB staff review and take into account multiple sources of planning data from the City of Hamilton. Documents referenced include:

- Urban Hamilton Official Plan
- Rural Hamilton Official Plan
- Secondary Plans
- Staging of Development Report
- Building Permit Activity
- Subdivision Development

On Tuesday October 17, 2016, staff met with the City of Hamilton Economic and Planning Division staff to discuss the Ancaster and West Hamilton City planning area. Discussions at the meeting included exchanging data related to accommodation reviews, building and development information, secondary plans, neighbourhood action plans and links to other sources of data regarding the areas under review.

2.4. Accommodation Option Analysis

Included in work done prior to an accommodation review is an analysis of each study area to determine an initial option. The process of determining an initial staff option includes the creation of multiple scenarios to determine the best possible outcome for students and community. HWDSB staff use the Trustee approved LTFMP Guiding Principles to determine the best solution for the Ancaster Area. In addition to the Guiding Principles, staff use a series of additional criteria which includes attributes that highlight qualities in school sites. Please see Table 1 below for a list of the criteria.

Criteria	Description
JK-8 School	As per the LTFMP and Elementary program strategy HWDSB supports the JK-8 school model to reduce transitions and keep communities together from JK to grade 8.
Facility Utilization (90-110%)	Optimal utilization of a school is 90%-110% to ensure maximum operational funding.
500-600 OTG	Optimal school size is 500-600 students. Allows for a wide range of subjects, engaging programs, courses and experiential learning opportunities.
# of Required Portables	Portables are a viable short term accommodation solution but in situations where permanent space is needed, brick and mortar is the preferred solution.
Accessibility	Identify accessible features and limitations each facility has to ensure equal access for all students and community members.
Transportation Under 60 minutes	As per the HWDSB transportation policy, the scheduled length of time on a vehicle provided through HWSTS shall not 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 and accessible location.
Site Size (Approx. 6 Acre +)	Provides appropriate green space for daily physical activity and team sports. Ensures space for adequate parking facilities, pickup/drop off space and appropriate bus loading zone.
Adjacent to Park	Additional green space for student activity. Allows for potential equipment sharing between City of Hamilton and HWDSB. Can act as barrier between school and residences to minimize noise impacts from student activity. Provides linkages between school and adjacent neighbourhood for safe travel.
Adjacent Roads	Indicates the number of adjacent roads to school site. Potential advantages of multiple adjacent road are offsite parking and vehicle access.
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).

Table 1: Guiding Principles and Site Criteria Definitions

3. Background Data

The following section will outline the School Information Profiles and other background data used in the creation of accommodation review scenarios and the initial option.

3.1. School Information Profile

School Information Profiles (SIPs) are orientation documents to help the pupil accommodation advisory committee and the community understand the context surrounding the decision to include the specific schools in an accommodation review. The SIPs provide an understanding of and familiarity with the facilities under review.

The minimum data requirements and factors that are to be included in each SIP are listed in the Ministry of Education's Pupil Accommodation Review Guidelines, but school boards are able to introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review. The accommodation review advisory committee may request clarification about information provided in the SIP, however, it is not the role of the advisory committee to approve the SIP. The SIPs were completed by school board resource staff, principals and superintendents. Information is accurate to the best of HWDSB's ability. The SIPs are located in Appendix-B.

3.2. Facility Condition Index

Facility condition assessments are an analysis of system components in a school's building. Systems include the architectural, mechanical, electrical and plumbing elements of a building. Each system has multiple components which are all inspected for deficiencies through the facility conditions assessment. Each component is assessed to identify remaining service life. Also known as a lifecycle, the remaining service life identifies the estimated number of years the component will function in proper condition. By identifying the remaining service life of building components, the facility condition assessment can identify replacement timing and estimated costs for building components. Replacement costs represent the renewal needs of each facility. The total cost of repairing or replacing all the components in a school which have five or fewer years in remaining service life is known as the five-year renewal needs.

Using the five-year renewal needs, a facility condition index (FCI) can be calculated. FCI is the ratio of 5-year renewal costs to the estimated replacement value of the school facility. To calculate the FCI, divide the total estimated five-year renewal needs by the estimated replacement value. FCI is represented as a percentage. The replacement value is the estimate dollar amount needed to replace a school of the same size, built with current Ministry of Education standards. A facility with a lower FCI will require less expenditure for remedial or renewal work relative to the facility's value.

School condition and the condition of learning environments is important when assuring equity and safety for all students. HWDSB monitors facility condition through facility condition assessments completed by VFA Canada. VFA Canada has been tasked with assessing all the schools under the

Ministry of Education in Ontario. Assessments have been underway since 2012 and all school assessments were completed in the summer of 2015. This process is now cyclical with the newest round of assessment being completed in 2016. Each school is reviewed approximately every five years. Once initial assessments are complete it is the responsibility of the school board to update the facility condition database.

It is important to note that FCI does not account for items such as accessibility, asbestos abatement and safe schools’ initiatives. For this reason, HWDSB retained architects (Section 3.3) to walk through the schools and provide feasibility reports to address accessibility, review identified renewal and Ministry of Education room size benchmarks in order provide estimates based on the school’s current state as well as an initial accommodation option. This included any asbestos abatement. The feasibility studies and FCI are both valuable tools that assist boards in identifying facility needs.

Listed below in Table 2 is the facility condition calculation for each school. For a detailed list of renewal items, see the SIPs Appendix-B.

School Name	Original Construction	5 Year Renewal Needs	Replacement Value	Facility Condition
Ancaster Senior	1968	\$5,615,106	\$8,108,120	69%
CH Bray	1952	\$7,073,984	\$5,409,550	131%
Fessenden	1959	\$4,580,590	\$8,090,420	57%
Queen's Rangers	1958	\$1,568,693	\$5,669,290	28%
Rousseau	1958	\$4,678,079	\$6,882,680	68%

Table 2: Facility Condition Index

3.3. Facility Feasibility Study

HWDSB retained the services of DPAI an Architecture and Interior Design Firm, to conduct a facility feasibility study. The purpose of the feasibility study is to investigate and review the existing facilities included in the accommodation reviews, and receive guidance and recommendations on the implementation of HWDSB proposed improvements. Two scenarios were explored in the feasibility study.

Option A: This option encompasses costs associated with:

- Upgrading existing facilities accessibility to current AODA standards.
- Upgrading existing facilities to better meet program benchmark requirements.
- Addressing identified “urgent” and “high” priority renewal items.

Option B: This option explores the initial option.

The proposed improvements in Option A include facility upgrades such as: barrier-free improvements throughout each facility and site to align to current standards and codes; ability to alter existing areas and provide new program space within existing facilities; potential opportunities for existing building

expansion; select environmental remediation to support improvements and select utility infrastructure improvements to support the planned work.

This study was intended to provide HWDSB staff with a high level “Order of Magnitude” professional opinion and technical expertise regarding the capital improvements at each facility. Analysis of accessibility items is based on the City of Hamilton Barrier Free Design Guidelines and the current Ontario Building Code (2015). All estimates are based on DPAI’s costing of accessibility and benchmark items and are considered an approximation based on current market costs in addition to DPAI’s previous experience with projects of a similar nature and scale. Please see Appendix-C for the full feasibility reports.

3.4. Enrolment Projections

The enrolment projection calculations are comprised of two main components - the historic school community and students generated by new residential development. Enrolment projection software (Paradigm STGI - SPS Plus) allows staff to analyze historical enrolment trends, examine yield rates (by dwelling type) of residential development and factor in this information when projecting enrolments. The software analyzes and summarizes the grade-by-grade, year-by-year, progression of students. Each school and community exhibits different trends or movements which are used to create retention rates for each grade at each school. The retention rates capture any gains or losses in enrolment that a school may experience as students move from one grade to another.

New residential development forecasts allow planning staff the ability to predict the number of students generated by new development. Planning staff apply historical student yields (by unit type) to municipally approved development forecasts to project the estimated numbers of students generated by housing units. The yields are broken down by housing types which include single-detached, semi-detached, townhome and apartment. Each community has its own unique yield. Historical yields are determined using Municipal Property Assessment Corporation (MPAC) data and historical student data. The MPAC data indicates the count and unit type of homes in the community and staff then compare the number of existing students living in the houses. By comparing the two sets of data, a student yield for new residential homes can be determined and applied to the residential forecast.

Student enrolments are revised annually to reflect current actual student counts, and calculation variables are re-examined for adjustments that may be required as a result. Any approved Board decision such as school closures, program or boundary changes are annually revised and incorporated into the student enrolment projections. There are a number of other school specific assumptions captured in the projections as well. These assumptions can include programming (i.e. French Immersion), Board policy (i.e. Out of Catchment) or new Ministry initiatives (i.e. full-day kindergarten). Enrolments projections are compared against historical enrolments, population forecasts, Census and birth data in order to validate that population information is trending in a similar manner.

Enrolment projections can be created for a variety of time frames; one-year, five-year or ten-year projections are typical time frames used by the Planning, Accommodation & Rentals Division. An added feature of the projection software also allows staff to create scenarios during accommodation and/or

boundary reviews to show the effect of school closures or boundary changes on student enrolment. Please see Table 3 below, which illustrates the enrolment projections for the schools within this accommodation review. The 2016 values are enrolment figures as of September 30, 2016. For individual school enrolment projections by grade, please see the SIPs in Appendix-B.

Enrolment Projections	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Ancaster Senior	387	335	347	340	355	312	300	327	317	303	301	305
		87%	90%	88%	92%	81%	78%	84%	82%	78%	78%	79%
CH Bray	199	312	310	310	304	315	317	321	316	316	316	316
		157%	156%	156%	153%	158%	159%	161%	159%	159%	159%	159%
Fessenden	383	521	518	512	495	513	512	501	510	512	512	513
		136%	135%	134%	129%	134%	134%	131%	133%	134%	134%	134%
Queen's Rangers	222	128	127	117	120	113	108	108	112	112	112	112
		58%	57%	53%	54%	51%	49%	49%	50%	50%	50%	50%
Rousseau	291	258	255	246	243	244	237	241	234	238	237	237
		89%	88%	84%	84%	84%	81%	83%	80%	82%	82%	82%
Total	1,482	1,554	1,557	1,524	1,517	1,498	1,474	1,496	1,488	1,481	1,478	1,483
		105%	105%	103%	102%	101%	99%	101%	100%	100%	100%	100%

Table 3: Enrolment Projections

3.5. Transportation Data

Transportation data was provided by Hamilton-Wentworth Student Transportation Services. Student data is from the 2015/2016 school year. Please see Table 4 below for transportation data.

School	Total Students	Eligible Riders	Total	Percentage of Students
Ancaster Senior	299	221	221	74%
CH Bray	318	201	201	63%
Fessenden	498	162	162	33%
Queen's Rangers	117	113	113	97%
Rousseau	239	53	53	22%
Total	1471	750	750	51%

Table 4: Transportation Statistics

As per the HWDSB Transportation Policy, JK and SK students living more than 1.0 km and grades 1 to 8 students living more than 1.6 km from their school are eligible for transportation. Courtesy transportation may be provided for additional riders, who would normally be ineligible, but can be accommodated on the school bus without any increase in cost or negative impact on current service.

4. Planning Area Overview

Ancaster is located in the south west area of the City of Hamilton bordered by Dundas, Flamborough, Glanbrook and the County of Brant. Ancaster’s overall population has increased 11% from 2006 to 2011 according to Census Canada, well above Hamilton’s overall population increase of 3.1%.¹ In Ancaster the student age population (4-18) grew 3% from 2006-2011 which is reflected in the increased enrolment throughout Ancaster. The majority of growth has occurred in the recently developed area of the Meadowlands, growing 34% from 2006 to 2011.¹ The Meadowlands area is not included in this review. The remaining Ancaster area has experienced a slower rate of growth of approximately 5%.¹

The five schools being reviewed include Ancaster Senior (7-8), C.H. Bray (JK-6), Fessenden (JK-6), Queen’s Rangers (JK-6), and Rousseau (JK-6). Fessenden and Ancaster Senior currently accommodate French Immersion (FI) programming in addition to English. The two schools accommodate students from Ancaster Meadow, C.H. Bray, Tiffany Hills, Mount Hope, Queen’s Rangers and Rousseau for FI programming.

The overall enrolment at the five schools increased 13% from 2006 to 2016. Future overall enrolment is projected to remain consistent at approximately 1,500 students between the five schools.

Please see Figure 1 and 2 for boundary maps of the described area.

Below table 5 shows a brief overview of each school. For detailed school data please see Appendix-B, School Information Profiles (SIPs)

School Name	Grade Structure	OTG	2016 Enrol	2016 Util	Original Construction	Facility Condition	Site Size (acres)
Ancaster Senior	7-8	387	335	87%	1968	69%	20.5
CH Bray	JK-6	199	312	157%	1952	131%	6.4
Fessenden	JK-6	383	521	136%	1959	57%	20.5
Queen's Rangers	JK-6	222	128	58%	1958	28%	7.4
Rousseau	JK-6	291	258	89%	1958	68%	4.7

Table 5: School Overview

¹ Statistics Canada, Census Profiles, 2011

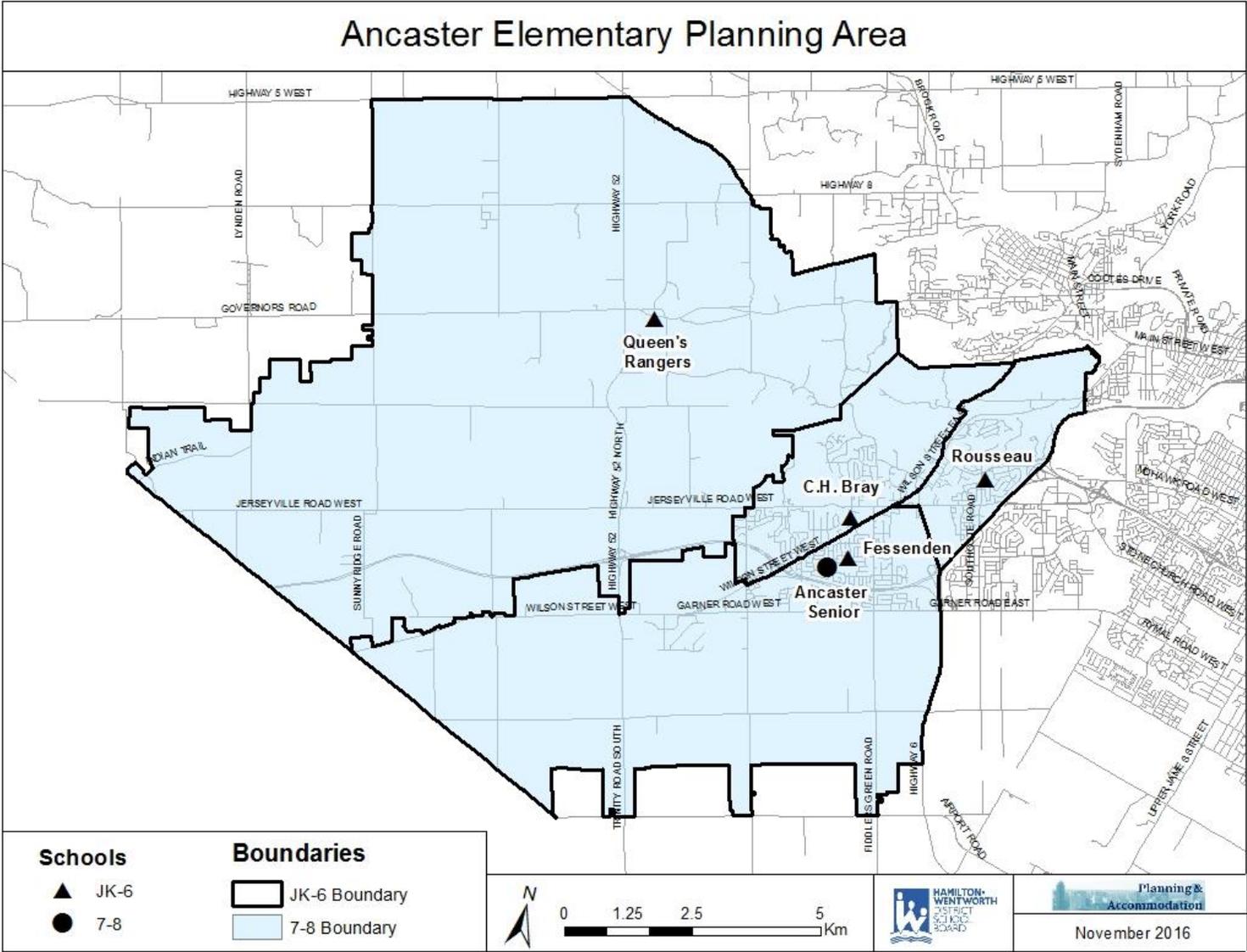


Figure 1: Current Boundary Map

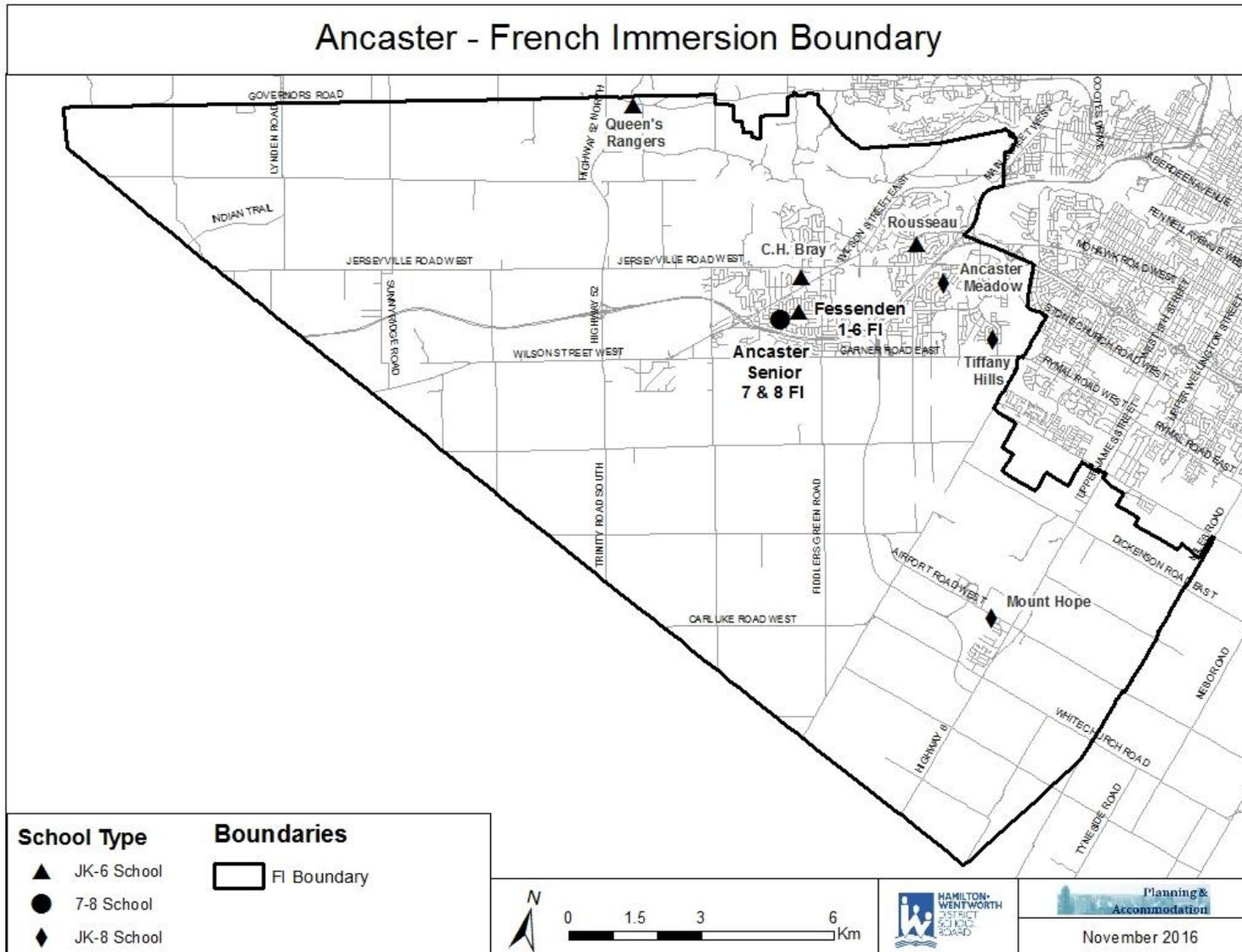


Figure 2: Current FI Boundary Map

4.1. Accommodation Issues

The goal of this accommodation review is to create the best quality teaching and learning environments, provide equity of access and ensure long-term facility and financial sustainability.

Meeting Program Needs and Accessibility Standards

Elementary programming has significantly changed over the past half century. Quality teaching and learning environments are key to program delivery and facilities constructed 50-60 years ago do not meet the programming needs of today. The Ministry of Education has standard square footage or space benchmarks for instructional and operational spaces. Instructional spaces are classrooms or teaching spaces while operational spaces are both staff space and general office space. The square footage allotted for each space is determined by the number of students in the school.

HWDSB focused on four instructional areas and three operational areas when measuring how existing facilities meet the standard space benchmark of modern schools. The seven benchmark items that HWDSB focused on are:

Instructional	Operational
Gym space	General office space
Library space	Staff room space
Resource space	Change rooms
Kindergarten space	

All schools under review lack space in one, and often more of these space benchmark areas. Please see Appendix-E which identifies benchmark needs by school. As part of the feasibility study, each school was analyzed and space needs were determined. Also reviewed in the feasibility reports were the levels of accessibility for each school. The feasibility study reviews the accessibility needs based on Ontario Building Code and City of Hamilton Barrier Free Design Guidelines. All the facilities under review are not considered barrier free and not accessible to all members of the public. Please see the feasibility report in Appendix-C for more details on the space needs, accessibility and estimated costs associated with facility improvements required to bring the facilities closer to today's space benchmarks and accessibility needs.

Enrolment and Utilization

Currently, the overall utilization of the five schools under review is 105%. This is an excellent overall utilization, however, there is an imbalance in distribution throughout the five schools. Table 6 shows the individual school utilization. CH Bray and Fessenden have utilizations in excess of 130% while Queen's Rangers has a utilization of 58%. An accommodation solution for this planning area will better balance enrolments to reduce reliance on portables and portapak as long term solutions.

School Name	OTG	2016 Enrolment	2016 Utilization
Ancaster Senior	387	335	87%
CH Bray	199	312	157%
Fessenden	383	521	136%
Queen's Rangers	222	128	58%
Rousseau	291	258	89%
Total	1482	1554	105%

Table 6: 2016 Enrolment and Utilization

Facility Size and Condition

The average age of the facilities being reviewed is 57 years old, the construction dates range from 1952 to 1968. Facility components within this age range begin to reach the end of their lifecycle. As described in section 3.2, facility condition index is a comparative ratio of five-year renewal needs vs. the replacement costs of the facility. Displayed as a percentage, the higher the percentage the more renewal work that is needed at the facility. All but one facility under review has a facility condition at or over 50%.

Table 7 below shows the estimated costs of five-year renewal needs at each facility. The total five-year renewal needs for the planning area is \$23.5 million. FCI does not account for items such as accessibility, asbestos abatement and safe schools initiatives.

School Name	Original Construction	5 Year Renewal Needs	Replacement Value	Facility Condition
Ancaster Senior	1968	\$5,615,106	\$8,108,120	69%
CH Bray	1952	\$7,073,984	\$5,409,550	131%
Fessenden	1959	\$4,580,590	\$8,090,420	57%
Queen's Rangers	1958	\$1,568,693	\$5,669,290	28%
Rousseau	1958	\$4,678,079	\$6,882,680	68%

Table 7: Facility Condition Index Data

Included in the feasibility study is the cost of addressing the high and urgent items.

School Site Descriptions

Site	Size	Site Description
Ancaster Senior	20.5	Well above preferred site size. Access from only one road, site abuts two city parks and shares a site with Fessenden School. In total, site is 20 + acres. Located within residential area which promotes walkability.
CH Bray	6.4	Within preferred site size. Access to school from only one road, school is located at end of cul-de-sac making access by vehicle difficult. Located within residential area, with maintained walking paths which promotes walkability.
Fessenden	20.5	Above preferred site size. Access from only one road, site abuts two city parks and shares a site with Ancaster Senior. In total, site is 20 + acres. Located within residential area which promotes walkability.
Queen's Rangers	7.4	Above preferred site size. Located off Governor's Road which is not walkable for students. Portion of property is wooded.
Rousseau	4.7	Slightly below preferred site size. Access from McNiven Road a main arterial road. Abuts a park which adds to green space for students.

Table 8: School Site Descriptions

Table 9 below represents how each school, in its current state, meets the guiding principles and other criteria used when reviewing potential accommodation options.

	Current Situation				
	Ancaster Senior	CH Bray	Fessenden	Queen's Rangers	Rousseau
JK-8 School	No	No	No	No	No
Facility Utilization (90-110%)	No	No	No	No	No
500-600 OTG	No	No	No	No	No
Require Portables	No	Yes (8)	Yes (6)	No	No
Fully Accessible	No	No	No	No	No
Transportation under 60 mins	Yes	Yes	Yes	Yes	Yes
Avg. Student Distance to School	3.5 km	2 km	2.3 km	5.8 km	1 km
Site Size (Approx. 6 Acre +)	20.5 (shared)	6.4	20.5 (shared)	7.4	4.7
Adjacent to Park	Yes	No	Yes	Yes	Yes
Adjacent Roads	1	1	1	1	1
Road Type	Residential	Residential	Residential	Arterial	Arterial
Access to Arterial Road	700 m (Wilson Rd)	170 m (Wilson Rd)	700 m (Wilson Rd)	Governors Rd	McNiven Rd

Table 9: Current Situation Guiding Principles and Option Analysis

5. Initial option

The initial option acts as a starting point to engage the advisory committee members, parents and stakeholders. The initial option is not final and may differ from the final option presented to Trustees at the end of the accommodation review process. In addition to the initial option, please Appendix-D for additional options reviewed by staff in preparation for the accommodation review.

5.1. Intended Outcomes

That the Board of Trustees make an informed decision regarding the future and renewal of a family of schools, through consultation with the involvement of an informed local community, based on a broad range of criteria including, but not limited to:

- The impact of the current and projected enrolment on program delivery and the operation of the school(s).
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, HWDSB, the community, local municipal governments and community partners.

5.2. Accommodation Plan

Rebuild CH Bray, addition to Rousseau and Ancaster Senior. Closure of Fessenden and Queen's Rangers upon the completion of new school and additions. (Please see section 5.5 for more detail on renovations)

- **New Construction – 564 pupil place JK-8 school on CH Bray Site**
 - CH Bray students directed to new school on CH Bray site (100% of students)
 - Queen's Rangers students directed to new school on CH Bray site (100% of students)
 - Ancaster Senior English students directed to school on CH Bray Site (41% of students)

- **Addition– 495 pupil place school - Retrofit of Rousseau for JK-8, New FI Program**
 - Rousseau students remain at Rousseau school (100% of students)
 - Ancaster Senior English students directed to Rousseau (22% of students)
 - Fessenden FI students directed to Rousseau (52% of students)
 - Ancaster Senior FI students directed to Rousseau (74% of students)

- **Addition – 465 pupil place school - Retrofit of Ancaster Senior for JK-8**
 - Fessenden English students directed to Ancaster Senior (100% of students)
 - Ancaster Senior English students remain at Ancaster Senior (37% of students)
 - Fessenden FI students directed to Ancaster Senior (48% of students)
 - Ancaster Senior FI students remain at Ancaster Senior (26% of students)

The timelines for all new builds are subject to the receipt of Ministry of Education funding and all regulatory approvals.

Post-Accommodation Review Boundary Review

A boundary review between Queen's Rangers and the new school on the Beverly Community Centre site will occur following the Ancaster Accommodation Review. The boundary review would be completed by the end of the 2016/2017 school year.

The potential change in boundaries will impact the accommodation solution the Trustees approve and the business case submitted to the Ministry of Education for funding after the completion of the accommodation review. The potential change in boundary would also require an addition to the new school on the Beverly Community Centre school.

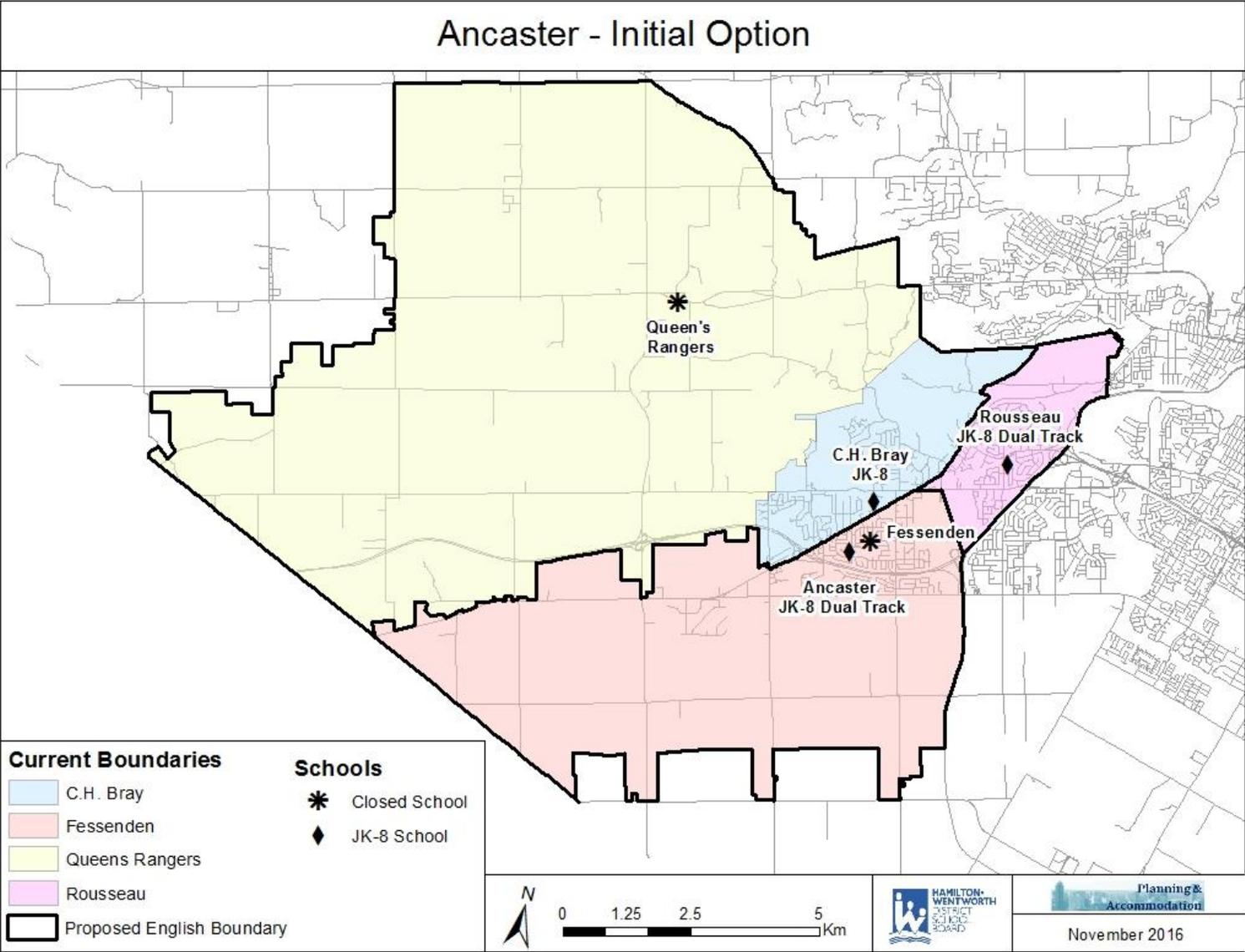


Figure 3: Initial Option Map

Projected Enrolment

See Table 10 below which illustrates the projected enrolment at each facility. The following enrolment projections display a scenario where proposed construction is completed for the 2020/2021 school year. Based on funding application and building timelines this is realistically the earliest all projects could be completed.

Enrolment Projections	OTG	2020	2021	2022	2023	2024	2025	2026
Ancaster Senior	465	458	448	462	463	456	460	460
		99%	96%	99%	100%	98%	99%	99%
CH Bray	564	543	535	534	531	534	532	532
		96%	95%	95%	94%	95%	94%	94%
Rousseau	495	496	491	500	494	491	486	491
		100%	99%	101%	100%	99%	98%	99%
Total	1524	1498	1474	1496	1488	1481	1478	1483
		98%	97%	98%	98%	97%	97%	97%

Table 10: Initial Option Enrolment Projection

5.3. Funding

In 2014–15, the Ministry introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives and supports for boards to make more efficient use of school space. Five pillars supporting SBEM:

- Revisions to grants
- Revisions to PARG
- School Consolidation Capital Funding
- Capital Planning Capacity
- Continued Education Funding Consultation

The School Consolidation Capital Funding (SCC) is intended to help school boards adjust their cost structure in response to reductions in Ministry funding that currently supports empty space (e.g. Top-up Funding). This funding is allocated for new schools, retrofits and additions that support school consolidations. The Ministry has allocated \$750 million over a four-year period.

The Ministry of Education also has a funding structure to support operation and renewal items - School Operations and Renewal Grants (SRG). This grant supports the costs of operating, maintaining and repairing school facilities. The school renewal allocation addresses the costs of repairing and renovating schools. The projected 2015-16 renewal allocation for the province is \$325 million. In addition to SRG, school boards have access to School Condition Improvement Funding (SCI). SCI aligns primarily with renewal needs identified through the Condition Assessment Program. The 2015-16 SCI allocation for the province is \$500 million. Table 11 below, reflects HWDSB's portion of these two funding programs for

the past five years. The 2015-16 and 2016-17 SCI funding includes increased investment dollars through the Ministry of Education’s Renewal Funding - Keep School in a State of Good Repair. This is a multi-year investment to support Boards with providing safe and healthy learning environments for students.

Funding	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimate	Total
SRG	\$7,490,364	\$8,163,990	\$8,150,977	\$8,144,738	\$8,718,353	\$8,298,156	\$41,476,214
SCI	\$3,522,272	\$3,607,340	\$3,378,976	\$5,749,388	\$22,059,047	\$23,171,890	\$57,966,641
TOTAL	\$11,012,636	\$11,771,330	\$11,529,953	\$13,894,126	\$30,777,400	\$31,470,046	\$99,442,855

Table 11: Funding Breakdown

HWDSB’s current estimated High & Urgent renewal needs is approximately \$200 million. The above listed funding programs represent the primary funding sources to address aging school facilities, some of which are underutilized.

5.4. Proposed Timelines

Phases	Timelines
Phase 1: Accommodation review	6 months
Phase 2: SCC Funding Application Process	9-12 months
Phase 3: Pre-Construction - Regulatory Approvals, Consultation Process and Project Planning	12 -18 months
Phase 4: Construction – Abatement, Demolition, Site Remediation and Construction of Facility	18 months
Phase 5: Occupancy	-

Table 12: Proposed Timelines

Timelines are pending funding, site plan approval, demolition/building permits and other regulatory approvals.

5.5. Capital Investment

The following section compares two scenarios. The first scenario is the status quo option which depicts keeping all five facilities operating but balancing enrolments through boundary changes and grade reorganizations. The initial options capital investment includes one new school and two retrofits as described in the accommodation plan.

Status Quo

The status quo option which depicts keeping all five facilities operating but balancing enrolments through boundary changes and grade reorganizations. The purpose of this scenario is to determine the cost to bring all facilities up to current accessibility, benchmark and maintenance standards. The status quo option includes:

- Upgrading existing facilities accessibility to current AODA standards.
- Upgrading existing facilities to better meet program benchmark requirements.
- Addressing identified “urgent” and “high” priority renewal items.
- Removing temporary accommodations such as portables and portapaks.

The funding available to address these costs would be from SRG and SCI MOE grants. To address the accessibility, benchmark and renewal needs the estimated cost is \$25.9 million.

For a complete breakdown of the status quo scenario and its capital requirements please see the feasibility study in Appendix-C. A summary of enrolment and boundaries for the status quo option can be found in Appendix-D.

Status Quo	Ancaster Senior	CH Bray	Fessenden	Queen's Rangers	Rousseau	Cost
Accessibility Costs	\$161,156	\$167,063	\$156,094	\$194,063	\$58,219	\$736,595
Benchmark Costs	\$0	\$3,708,437	\$4,244,531	\$2,045,251	\$406,688	\$10,404,907
High and Urgent Renewal Costs	\$1,431,513	\$4,703,225	\$6,333,363	\$990,505	\$1,392,049	\$14,850,655
Total	\$1,592,669	\$8,578,725	\$10,733,988	\$3,229,819	\$1,856,956	\$25,992,157

Table 13: Current Capital Investment Needs

Initial Option

The capital investment required for the initial option is shown in Table 14 below. The initial option depicts a new school on C.H. Bray site and significant retrofits to Ancaster Senior and Rousseau schools. The retrofits include addressing accessibility of the building, benchmark items and renewal needs. The table also depicts the demolition, site prep and construction costs for the proposed new school on the CH Bray site.

The initial option includes a proposed new 564 pupil place JK-8 school on the C.H. Bray site. Ancaster Senior proposed renovations include, three FDK classroom addition and increased resource space for students. Proposed renovations to Rousseau include a nine classroom addition, reconfigure staff/office space, conversion of existing gym to library and addition of new gym space. To address all of these items including renewal and accessibility it is estimated to cost \$24.9 million. The funding available to address these costs would be from SRG, SCI and capital priority grants. For a complete breakdown of the initial option and its capital requirements please see the feasibility study in Appendix-C.

Initial Option	Ancaster Senior	CH Bray	Rousseau	Cost
Accessibility Costs	\$161,156	\$0	\$58,219	\$219,375
Benchmark Costs	\$2,160,000	\$0	\$6,652,696	\$8,812,696
High and Urgent Renewal Costs	\$1,431,513	\$0	\$1,392,049	\$2,823,562
New School Construction\Site Prep	\$0	\$13,129,215	\$0	\$13,129,215
Total	\$3,752,669	\$13,129,215	\$8,102,964	\$24,984,848

Table 14: Initial Option Capital Investment

5.6. Programming

The initial option suggests that schools in the Ancaster area move from a junior/middle school model to a JK-8 model which reduces the number of transitions for students. All schools will continue to graduate their English program students into Ancaster High and their French Immersion students into Sherwood. The Junior/Intermediate Autism Spectrum Disorder class at Ancaster Senior and Speech and Language class at Rousseau would remain with at their current sites in this option.

Any recommendation approved by Trustees which result in new builds or significant renovations will adhere to the upcoming Elementary Program Strategy. The Elementary Program Strategy will identify a new vision for elementary schools, grounded in research of best practices related to programs, design of learning spaces, community use requirements and changing curriculum. The focus on all schools being great schools will address the need for some standardization as it relates to space for program offerings.

5.7. Transition Planning

If the Board of Trustees' decision is consolidation, closure or major program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board in consultation with the affected community, decides that earlier action is required. The Board decision will set clear timelines regarding consolidation, closure or major program relocation. A transition plan will be communicated to all affected school communities within the school board. A separate advisory group will be established to address the transition for students and staff of the affected schools.

5.8. Transportation

In 2015/2016, 750 eligible riders were provided transportation in the Ancaster area which is approximately 51% of students. Based on initial analysis, approximately 925 or 63% of students would be eligible for transportation in the initial option based on 2015/2016 student data. As per the HWDSB Transportation Policy, the scheduled length of time on a vehicle provided through HWSTS shall not exceed 60 minutes one way. The new schools on Ancaster Senior, CH Bray and Rousseau site would generate a 2.2 km, 4.2 km and 1 km average distance to schools for students respectively.

School Name	Total Students	Eligible Riders	Percentage of Students
Ancaster Senior	487	281	58%
CH Bray	552	423	77%
Rousseau	429	221	52%
Total	1468	925	63%

Table 15: Initial Option Transportation Data

5.9. Guiding Principles and Option Analysis

In addition to the Guiding Principles, staff used a series of additional criteria which includes attributes that highlight qualities in school sites when analysing options. Table 16 below shows how each proposed new school meets the guiding principles and other criteria.

	Initial Option		
	Ancaster Senior	C.H. Bray	Rousseau
JK-8 School	Yes	Yes	Yes
Facility Utilization (90-110%)	Yes	Yes	Yes
500-600 OTG	No	Yes	No
Require Portables	No	No	No
Fully Accessible	No	Yes	No
Transportation under 60 mins	Yes	Yes	Yes
Avg. Student Distance to School (English Students)	2.2 km	4.2 km	1 km
Site Size (Approx. 6 Acre +)	20.5	5.7	4.7
Adjacent to Park	Yes	No	Yes
Adjacent Roads	1	1	1
Road Type	Residential	Residential	Arterial
Access to Arterial Road	700 m (Wilson Rd)	170 m (Wilson Rd)	McNiven Rd

Table 16: Initial Option Guiding Principles