

Hamilton-Wentworth District School Board

Accommodation Review: Initial Report

West Hamilton City

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 issue. 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 schools in the downtown core. 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 staff also provide support 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 HWDSB 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 areas. 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 option by staff 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 West Hamilton 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).
Site Limitations	Any additional factors that are unique to each school site.

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
Bennetto	1966	\$4,099,180	\$14,853,770	28%
Cathy Wever	2006	\$35,720	\$15,649,380	0%
Central	1851	\$2,237,351	\$6,406,190	35%
Dr Davey	2010	\$0	\$16,114,600	0%
Earl Kitchener	1915	\$5,109,618	\$11,047,580	46%
Hess St	1974	\$2,472,699	\$9,687,440	26%
Queen Victoria	2009	\$54,776	\$14,811,390	0%
Ryerson	1975	\$1,926,808	\$7,818,780	25%
Strathcona	1956	\$2,586,732	\$5,933,490	44%

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 student. 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.

	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Bennetto <i>ENG JK-8, Sped</i>	744	497	496	498	501	495	493	473	467	467	468	470
		67%	67%	67%	67%	67%	66%	64%	63%	63%	63%	63%
Cathy Wever <i>ENG JK-8, Sped</i>	800	714	705	707	696	683	677	670	664	658	651	645
		89%	88%	88%	87%	85%	85%	84%	83%	82%	81%	81%
Central <i>ENG JK-5</i>	283	304	313	321	319	308	315	309	305	303	302	300
		107%	111%	113%	113%	109%	111%	109%	108%	107%	107%	106%
Dr. Davey <i>ENG JK-8</i>	816	518	520	516	515	520	520	523	523	518	511	512
		63%	64%	63%	63%	64%	64%	64%	64%	64%	63%	63%
Earl Kitchener <i>ENG & FI JK-5</i>	548	561	549	544	539	538	535	532	527	523	519	518
		102%	100%	99%	98%	98%	98%	97%	96%	95%	95%	95%
Hess Street <i>ENG JK-8, Sped</i>	450	346	343	336	330	331	333	343	344	341	336	336
		77%	76%	75%	73%	74%	74%	76%	77%	76%	75%	75%
Queen Victoria <i>ENG JK-8, Sped</i>	758	557	566	579	586	600	604	605	609	596	595	589
		73%	75%	76%	77%	79%	80%	80%	80%	79%	78%	78%
Ryerson <i>ENG/FI/POC 6-8, Sped</i>	343	410	422	397	408	397	394	392	398	406	401	393
		120%	123%	116%	119%	116%	115%	114%	116%	118%	117%	115%
Strathcona <i>ENG & POC JK-5</i>	245	188	200	208	206	218	220	219	215	212	209	208
		77%	82%	85%	84%	89%	90%	89%	88%	87%	85%	85%
Total	4,987	4,095	4,113	4,106	4,100	4,090	4,091	4,067	4,052	4,023	3,993	3,972
		82%	82%	82%	82%	82%	82%	82%	82%	81%	81%	80%

Table 3: Enrolment Projections

The enrolment with the nine schools has decreased approximately 1% from 2006 to 2015. The enrolment in this area has been consistent with a slight decrease and is projected to continue this trend over the next 10 years to approximately 4,000 elementary students. The West Hamilton City planning area has (and is projected to have) approximately 1000 empty spaces all schools combined.

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 for the English program.

School	Total Students	Eligible Riders	Percentage of Students
Bennetto	491	143	29%
Cathy Wever	631	14	2%
Central	266	0	0%
Dr Davey	528	13	2%
Earl Kitchener	559	16	3%
Hess St	313	0	0%
Queen Victoria	540	50	9%
Ryerson	370	32	9%
Strathcona	204	0	0%
Total	3902	268	7%

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

The accommodation review study begins on the East side of Highway 403 and runs easterly to Wilcox Street. The area has the escarpment to the south and Lake Ontario to the north. West Hamilton City’s population has decreased 1% from 2006 to 2011 according to Census Canada, below Hamilton’s overall population increase of 3.1%.¹ In West Hamilton City the student age population (4-18) dropped 7% from 2006-2011 which is reflected in the decreased enrolment through West Hamilton City.

The nine elementary schools included in the West Hamilton City accommodation review consist of Bennetto, Cathy Wever, Central, Dr Davey, Earl Kitchener, Hess, Queen Victoria, Ryerson, and Strathcona. Ryerson is a middle school that accommodates grades 6 to 8 graduates from Central, Earl Kitchener, and Strathcona. Grade 8’s graduate into one of either Sir John A. Macdonald or Westdale. Below in Table 5, shows a brief overview of each school. For detailed school data please see Appendix-B, School Information Profiles (SIPs).

¹ Statistics Canada, Census Profiles, 2011

School Name	Grade Structure	OTG	2016 Enrolment	2016 Utilization	Original Construction	Facility Condition	Site Size (acres)
Bennetto	JK - 8	744	497	67%	1966	28%	6.2
Cathy Wever	JK - 8	800	714	89%	2006	0%	8.1
Central	JK - 5	283	304	107%	1851	35%	2.7
Dr. J. Edgar Davey	JK - 8	816	518	63%	2010	0%	2
Earl Kitchener	JK - 5	548	561	102%	1915	46%	1.8
Hess Street	JK - 8	450	346	77%	1974	26%	1.3
Queen Victoria	JK - 8	758	557	73%	2009	0%	1.7
Ryerson	6 - 8	343	410	120%	1975	25%	2.3
Strathcona	JK - 5	245	188	77%	1956	44%	1.1

Table 5: School Overview

Please see Figure 1 on page 13 for a map of the described area.

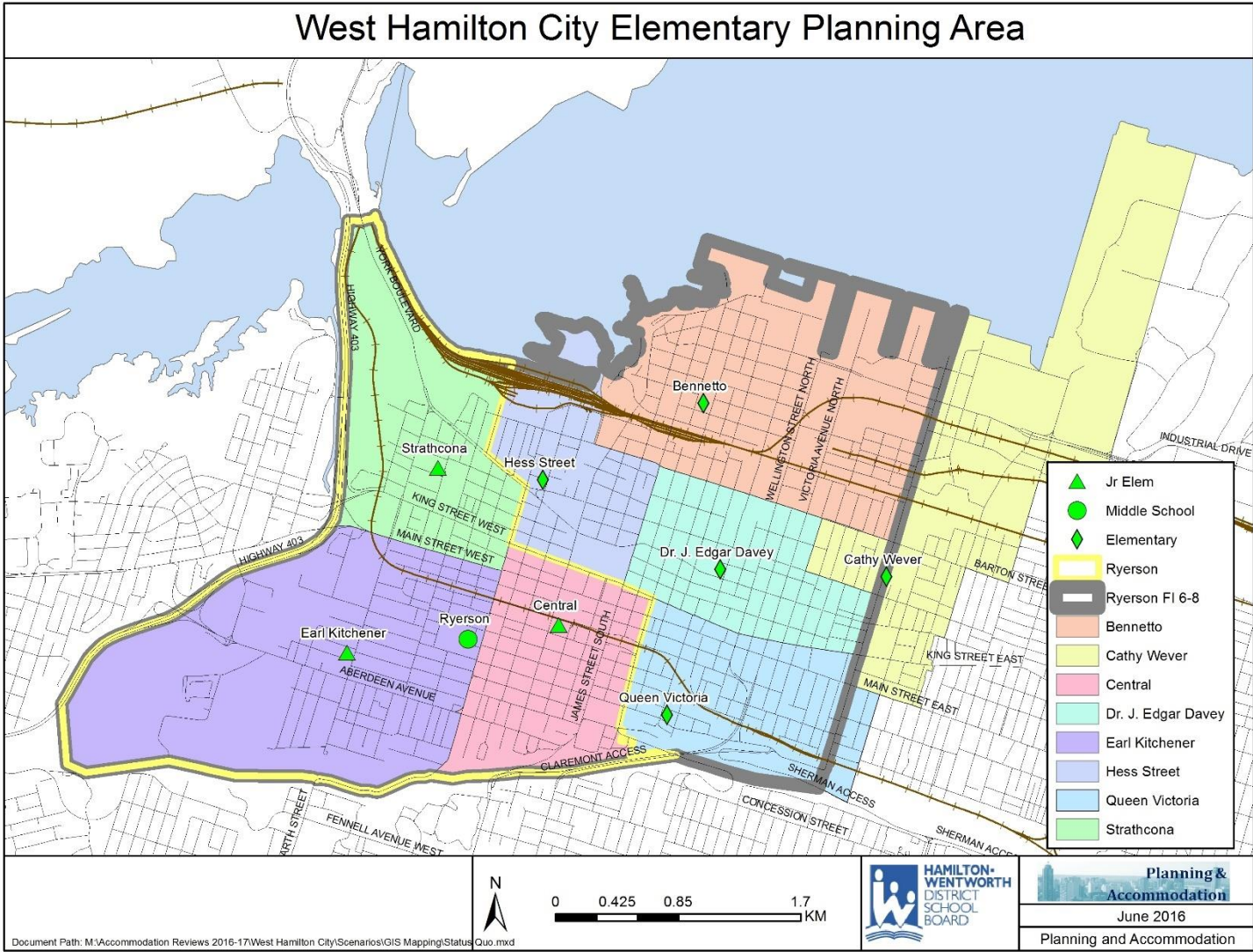


Figure 1: Current Boundary Map

4.1. Accommodation Issues

The goal of this accommodation review is to create new 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. 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 nine schools under review is 82%. Although this is an indication of underutilization, the distribution of students throughout the schools is not equal. Table 6 shows the schools' current utilization individually. Three of the nine schools – Central, Earl Kitchener, and Ryerson, have utilizations in excess of 100%. This is largely the result of the program offerings (e.g. French Immersion). Two of the smaller schools – Central and Strathcona, have a combined enrolment of 492. Hess is underutilised by 23%. The remaining four schools – Bennetto, Cathy Wever, Dr Davey, and Queen Victoria, although underutilised all have enrolment between approximately 500 and 715. These schools have large capacities and numerically appear to have lots of excess space. However, these communities' students are given smaller class sizes to accommodate their learning needs. These are

areas of traditionally low income, high mobility, and high newcomer communities. The schools are listed as ‘High’ in the 2016-17 Learning Opportunities Plan supporting the identified needs of students at these schools. Table 7 illustrates the September 2016 school organizations and available spaces.

School Name	OTG	2016 Enrolment	2016 Utilization
Bennetto	744	497	67%
Cathy Wever	800	714	89%
Central	283	304	107%
Dr. J. Edgar Davey	816	518	63%
Earl Kitchener	548	561	102%
Hess Street	450	346	77%
Queen Victoria	758	557	73%
Ryerson	343	410	120%
Strathcona	245	188	77%
Total	4987	4095	82%

Table 6: 2015 Enrolment and Utilization

	2016 Organization Room Counts	2016 Available Room Counts	Variance
Bennetto	25	32	7
Cathy Weaver	34	36	2
Central	14	12	-2
Dr Davey	24	36	12
Earl Kitchener	25	25	0
Hess	17	21	4
Queen Victoria	28	36	8
Ryerson	18	15	-3
Strathcona	9	11	2
Total	194	224	30

Table 7: 2016 Organization and Available Space

Facility Size and Condition

The average age of the facilities being reviewed is 54 years old, the construction dates range from 1851 to 2010. Some of the facilities within this age range are reaching the end of their lifecycle. Some are either designated heritage (Central) or identified heritage (Earl Kitchener, Strathcona). 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. The three schools designated or identified heritage have the three highest percentages.

Table 8 below shows the estimated costs of five-year renewal needs at each facility. The total five-year renewal needs for the planning area is an estimated \$18.5 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
Bennetto	1966	\$4,099,180	\$14,853,770	28%
Cathy Wever	2006	\$35,720	\$15,649,380	0%
Central	1851	\$2,237,351	\$6,406,190	35%
Dr Davey	2010	\$0	\$16,114,600	0%
Earl Kitchener	1915	\$5,109,618	\$11,047,580	46%
Hess St	1974	\$2,472,699	\$9,687,440	26%
Queen Victoria	2009	\$54,776	\$14,811,390	0%
Ryerson	1975	\$1,926,808	\$7,818,780	25%
Strathcona	1956	\$2,586,732	\$5,933,490	44%

Table 8: 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
Bennetto	6.2	Preferred site size. Access from three roads, site abuts the North Hamilton Community Health Centre. Limited bus loading area. Parking is across the street off John St N.

Cathy Wever	8.1	Above preferred site size. Access from two roads, site shared with the Norman Pinky Lewis Rec Centre and abuts Mission Services. Limited parking and bus loading area.
Central	2.7	Undersize site. Access to two roads, Limited parking and bus loading area.
Dr. J. Edgar Davey	2	Undersize site. Access to two roads, site abuts to Beasley Park. Limited parking and bus loading area.
Earl Kitchener	1.8	Undersize site. Access to three roads, Limited parking and bus loading area.
Hess Street	1.3	Undersize site. Access to two roads, Limited parking and bus loading area.
Queen Victoria	1.7	Undersize site. Access to three roads, Limited parking and bus loading area.
Ryerson	2.3	Undersize site. Access to one road, site abuts H.A.A.A. Park. Ryerson Rec Centre attached. Limited parking and bus loading area.
Strathcona	1.1	Undersize site. Access to one road, Victoria Park across Strathcona Ave N. Limited parking and bus loading area.

Table 9: School Site Descriptions

Table 10 below represents how each school, in its current state, meets the guiding principles and other criteria used when reviewing potential accommodation options.

	Bennetto	Cathy Weaver	Central	Dr Davey	Earl Kitchener	Hess Street	Queen Victoria	Ryerson	Strathcona
JK-8 School	Yes	Yes	No	Yes	No	Yes	Yes	No	No
Facility Utilization (90-110%)	No	No	Yes	No	Yes	No	No	Yes	No
500-600 OTG	No	No	No	No	Yes	No	No	No	No
Require Portables	No	No	No	No	No	No	No	Yes	No
Fully Accessible	No	No	No	No	No	No	No	No	No
Transportation Under 60 Mins	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Avg Student Distance to School (m)	922	674	482	596	763	404	782	1026	543
Site Size (Approx. 6 Acre +)	6.2	8.1	2.7	2	1.8	1.3	1.7	2.3	1.1
Adjacent to Park	No	No	No	Yes	No	No	No	Yes	No
Adjacent Roads	3 roads	2 roads	2 roads	2 roads	3 roads	2 roads	3 roads	1 road	1 road
Road Type	Residential	Residential	Residential	Residential	Residential	Residential	Residential	Residential	Residential
Access to Arterial Road	Simcoe St	Wentworth St N	Bay St S	Wilson St	Dundurn St S	Cannon St W	Walnut St S	Queen St S	Strathcona Ave N

Table 10: 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. Please refer to 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

Close Hess St and modify attendance boundaries for Bennetto, Cathy Wever, Dr. Davey, and Strathcona

- **Bennetto - Addition/Renovation: 2 kindergarten room retrofit.**
 - Hess St students to Bennetto (approximately 95%)
- **Cathy Wever – Addition/Renovation: 1 kindergarten room retrofit.**
 - Bennetto students to Cathy Wever (approximately 30%)
- **Dr Davey:**
 - Cathy Wever students to Dr Davey (approximately 12%)
- **Strathcona:**
 - Hess St students to Strathcona (approximately 5%)
- **Central: No change**
- **Earl Kitchener: No change**
- **Queen Victoria: No change**
- **Ryerson: No change**
- **Hess St: Closes**
- (Based on September 2016 based projections)

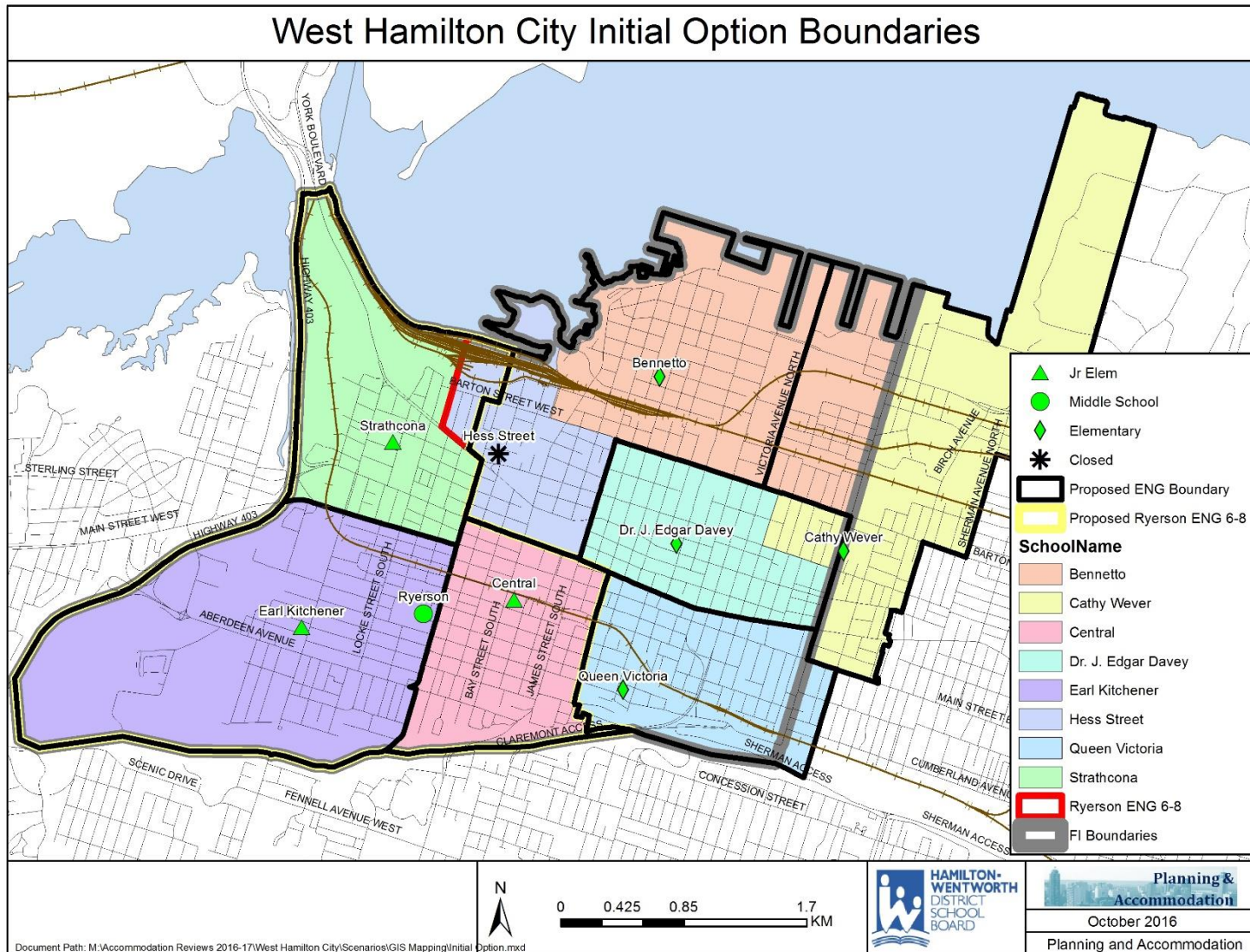


Figure 2: Initial Option Map

Projected Enrolment

See Table 11 below which illustrates the projected enrolment as per the initial option.

	OTG	2019 OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Bennetto <i>ENG JK-8, SPED</i>	744	744	497	496	498	678	675	673	671	669	665	661	662
			67%	67%	67%	91%	91%	91%	90%	90%	89%	89%	89%
Cathy Wever <i>ENG JK-8, SPED</i>	800	800	714	705	707	763	749	745	732	724	718	713	708
			89%	88%	88%	95%	94%	93%	91%	90%	90%	89%	89%
Central <i>ENG JK-5</i>	283	283	304	313	321	319	308	315	309	305	303	302	300
			107%	111%	113%	113%	109%	111%	109%	108%	107%	107%	106%
Dr. Davey <i>ENG JK-8</i>	816	816	518	520	516	591	595	594	597	596	590	582	583
			63%	64%	63%	72%	73%	73%	73%	73%	72%	71%	71%
Earl Kitchener <i>ENG & FI JK-5</i>	548	548	561	549	544	539	538	535	532	527	523	519	518
			102%	100%	99%	98%	98%	98%	97%	96%	95%	95%	95%
Hess Street <i>ENG JK-8, SPED</i>	450		346	343	336								
			77%	76%	75%								
Queen Victoria <i>ENG JK-8, SPED</i>	758	758	557	566	579	586	600	604	605	609	596	595	589
			73%	75%	76%	77%	79%	80%	80%	80%	79%	78%	78%
Ryerson <i>ENG/FI/POC 6-8, SPED</i>	343	343	410	422	397	408	397	394	392	398	406	401	393
			120%	123%	116%	119%	116%	115%	114%	116%	118%	117%	115%
Strathcona <i>ENG & POC JK-5</i>	245	245	188	200	208	216	227	229	229	225	222	219	218
			77%	82%	85%	88%	93%	94%	93%	92%	90%	89%	89%
Total	4,987	4,537	4,095	4,113	4,106	4,100	4,090	4,091	4,067	4,052	4,023	3,993	3,972
			82%	82%	82%	90%	90%	90%	90%	90%	89%	89%	88%

Table 11: Initial Option Enrolment Projections

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 Pupil Accommodation Review Guidelines (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 Grant (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. In 2015-16 the Ministry of Education increased SCI funding as an acknowledgement that school boards across the province struggle to keep up with school renewal demands. Table 12 below, reflects HWDSB’s portion of SRG and SCI funding 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	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ESTIMATE	TOTAL
SRG	\$8,163,990	\$8,150,977	\$8,144,738	\$8,718,353	\$8,298,156	\$41,476,214
SCI	\$3,607,340	\$3,378,976	\$5,749,388	\$22,059,047	\$23,171,890	\$57,966,641
TOTAL	\$11,771,330	\$11,529,953	\$13,894,126	\$30,777,400	\$31,470,046	\$99,442,855

Table 12: 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	6 - 12 months
Phase 4: Construction – Abatement, Demolition, Site Remediation and Construction	6 -12 months
Phase 5: Occupancy	September-December

Table 13: Proposed Timelines

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

5.5. Capital Investment

The current capital investment required for accessibility, benchmark, and high & urgent needs for this group of schools in Table 14 below (see Appendix F for a listing by school). To address these capital needs, the estimated cost is \$22.4 million. The funding available to address these costs is from SRG and SCI MOE grants. The total estimated amount given to HWDSB to cover all board needs is an estimated \$31.4 million in 2015-2016.

Status Quo	Cost
Accessibility Costs	\$2,356,595
Benchmark Costs	\$9,687,580
High and Urgent Renewal Costs	\$10,369,754
Total	\$22,413,929

Table 14: Status Capital Investment Needs

The capital investment estimated for the initial option for renovation/additions capital is listed in Table 15 below. It is estimated to accommodate this option would cost \$17.7 million. The funding to address new capital, due to school consolidation, would be applied for through the School Consolidation Capital funding program.

Initial Option	Cost
Accessibility Costs	\$1,822,501
Benchmark Costs	\$6,216,799
High and Urgent Renewal Costs	\$9,656,213
Total	\$17,695,513

Table 15: Initial Option Capital Investment

***** Table 15 includes the closure of Hess St and Additions/Renovations at Bennetto and Cathy Wever**

The initial option would remove over \$714 thousand in renewal backlog, \$3.5 million in benchmark needs and \$534 thousand is accessibility needs at the 9 schools. For a complete costing breakdown for the initial option and current capital needs, please see the feasibility study in Appendix-C.

5.6. Programming

The initial option suggests special education classes transition as a group from Hess St to Bennetto. Recommendations approved by Trustees which result in significant renovations will adhere to the Elementary Program Strategy. The Elementary Program Strategy identifies 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. Community consultation regarding French Immersion being introduced at Bennetto will occur in the 2016-17 school year. The Sage program offered at Strathcona and Ryerson has a global education, arts and recreation focus. As per the Elementary Program Strategy, the program can be relocated if required.

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

Currently, 346 students (268 eligible, 78 courtesy) are provided transportation in the West Hamilton City area. Based on initial analysis, approximately 230 additional English students would be eligible for transportation based on the initial option. This is an increase of approximately 6% of eligible students. As per the HWDSB Transportation Policy, the scheduled length of time on a vehicle provided through HWSTS shall not exceed 60 minutes one way.

School	Total Students	Additional Eligible Riders	Percentage of Students
Bennetto	491	191	39%
Cathy Wever	631	16	3%
Central	266	0	0%
Dr Davey	528	11	2%
Earl Kitchener	559	0	0%
Hess St	313	0	0%
Queen Victoria	540	0	0%
Ryerson	370	6	2%
Strathcona	204	3	1%
Total	3902	227	6%

Table 16: Initial Option Guiding Principles

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 17 below shows how the remaining schools meet the guiding principles and other criteria.

	Bennetto	Cathy Weaver	Central	Dr Davey	Earl Kitchener	Queen Victoria	Ryerson	Strathcona
JK-8 School	Yes	Yes	No	Yes	No	Yes	No	No
Facility Utilization (90-110%)	Yes	Yes	Yes	No	Yes	No	Yes	Yes
500-600 OTG	No	No	No	No	Yes	No	No	No
Require Portables	No	No	No	No	No	No	Yes	No
Fully Accessible	No	No	No	No	No	No	No	No
Transportation Under 60 Mins	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Avg Student Distance to School (m)	1102	694	482	665	763	782	1026	547
Site Size (Approx. 6 Acre +)	6.2	8.1	2.7	2	1.8	1.7	2.3	1.1
Adjacent to Park	No	No	No	Yes	No	No	Yes	No
Adjacent Roads	3 roads	2 roads	2 roads	2 roads	3 roads	3 roads	1 road	1 road
Road Type	Residential	Residential Wentworth St N	Residential	Residential	Residential Dundurn St S	Residential	Residential	Residential Strathcona Ave N
Access to Arterial Road	Simcoe St		Bay St S	Wilson St		Walnut St S	Queen St S	

Table 17: Initial Option Guiding Principles