



**West Hamilton Accommodation Review
Working Group Meeting #4
Thursday February 23, 2017
6:00 pm**

**Cathy Wever
160 Wentworth Street North,
Hamilton, Ontario**

Agenda

- | | |
|---|---------|
| 1. Housekeeping Items | 15 mins |
| 2. French Immersion with Initial Option | 20 mins |
| 3. Review of Committee Feedback on Initial Option | 15 mins |
| 4. Committee Feedback on Initial Option | 30 mins |
| 5. 'Themes' – Exploring possibilities/options | 40 mins |
| 6. Public Meeting #2 preparation | 30 mins |
| 7. Next Steps | |

Working Group #3 Minutes



**West Hamilton-City Accommodation Review
Working Group Meeting #3
February 8 2017- 6:00 pm
Ryerson School, 222 Robinson St.
Minutes**

Attendance

Committee Members: John Efthimiadis, Rob Fiedler, Tracy Upham, Barbara Stares, Matt Allen, Nicole Poyton, Tanya Ritchie, Allison Savage, Jo Anne Cheyne-Miller, David Heska, Jennifer Walsom, Janine Durajlija, Melissa Crawford, Nadine Bernacki, Katherine Graham, Shelly Turk, Teri Lantagne

Committee Member Regrets: Eleni Jalbout, Sue Caven, Sarah Sirkett

HWDSB Resource Staff: – Superintendent/Chair Sue Dunlop, Mary Finstad, Ellen Warling, Estella Jones, Steve Johnstone, Sean Malcolmson, Dan Ivankovic, Tannis Hamill, Karen Koop, Bob Fex

Trustees: Jeff Beattie, Christine Bingham, Greg Van Geffen

Public: Bennetto (1), Hess (3)

Recording Secretary: Sue Phillips

Called to order at 6:00 p.m.

Sue Dunlop – Welcomed the group and reviewed the agenda and housekeeping items

Review of minutes – Public Meeting #1 and Working Group #2

Public Meeting #1 January 11, 2017 minutes approved

Working Group Meeting #2 January 25, 2017 minutes approved

Sue welcomed City Staff for a Question/Answer period

Chris Phillips – Sr. Advisor, Planning & Economic Development

Philbert Kim – Sr. Consultant, West Harbour Disposition Strategy

Sean Botham – Sr. Development Manager, City Housing Hamilton

Paul Johnson – Director, LRT Project Coordination

Chris Phillips provided an overview of growth forecasts for the City.

The City of Hamilton does not micro forecast population growth. We are given information from the Province. The City then allocates the forecast. From there we have to ensure there is adequate land to support and accommodate the growth city-wide. What we do not do is drill down to specific regions of the city to decide on allocation. We then zone and plan for certain properties depending on development applications.

From a City perspective there is growth in this West Hamilton area, however, there is growth throughout the city, including south mountain, Ancaster, Dundas, Waterdown, and along the lake in Stoney Creek. It is pretty easy to predict the type of growth in these areas – based on what is already developed– low-rise family residential housing. The growth we are talking about in this West Hamilton City area is somewhat unpredictable as we haven't had growth like this in this area for quite some time. It is more difficult to project the growth than the suburban areas.

In this area there are considerable re-development parcels to work on including Pier 8, Barton/Tiffany, City Housing/Jamesville complex and the Pier 6/7 commercial village. We don't expect the neighbourhood to change in the form and style as it is today. You may see some singles turning into semis, triplexes or even quads but you probably won't see any major changes in residential neighbourhoods aside from the large parcels that the City actually has.



Q. In terms of new development in the downtown West Hamilton area how far in advance do you know if someone who owns a parking lot decides to put a condo on it?

A. Approximately two years ahead of when they are looking to develop in a serious way.

Q. Do you have specific numbers right now for Barton/ Tiffany and Jamesville developments?

A. We don't project on one bedroom units, 2 bedroom units etc. We do have unit projections but cannot tell what form those units will be in. The numbers of units for Barton/Tiffany are around 1100 and the number of units for Jamesville is around 330.

Q. There has been talk that Central Park is contaminated. Is this the case? Also will there be streets going through it?

A. Caroline St. will not continue through the park as originally planned. Regarding contamination - work is being planned to cap/remediate the park area with fill.

Q. When planning future projects overall are you looking to see if families with young kids are moving to area? Do you have an overall demographic area?

A. We do not use that information to forecast. We look at what is currently in the area. We look site by site and at planning applications.

Paul Johnson provided an overview of the LRT along with some fact sheets and referred the committee to the City website: Hamilton.ca/LRT for detailed information on the system, which includes maps for all crossings and roadways.

Sue Dunlop thanked City staff for taking the time to attend the meeting and answer questions.

Bob Fex reviewed the enrolment projection methodology. HWDSB typically receives 65% of school age children with the Catholic board receiving 35%.

Sue Dunlop noted that we saw 1000 Syrian newcomers last year. People continue to come but not in the same numbers.

Bob Fex reviewed the initial option process using the initial option boundary map.

Q. Why was Hess named for closure?

A. Between geography, site size, location, other site sizes that is what brought us to Hess. We don't target the school. These are the schools we have and we have to come up with the best solution.

Q. Why was the French Immersion conversation not discussed in the initial option?

A. At the time, the elementary strategy was happening simultaneously. An internal decision was made to not include it at that time but to ensure it becomes part of the conversation with the accommodation committee. You will be seeing how it affects the schools through this process.

Q. This initial option solves only to the north so there is a definite imbalance.

A. The elementary strategy will try to address the balance of the south.

Sue Dunlop noted the committee would benefit from seeing what the enrolment numbers in each school would like with a change to French Immersion boundaries.

The committee moved to a small groups activity to discuss their feedback on the initial option.

Committee Feedback

- If students, teachers and parents all prefer small schools should HWDSB re-think their approach?
- Closing SJAM – no school in downtown core
- Doesn't support JK-8 model. Why maintain 2 JKs and a middle school?
- PAR may be opportunity to build new downtown school
- What happens to school population when programs of choice are moved? Or removed?



- Doesn't address overcrowding at Central, Earl Kitchener or Ryerson
- OTG#s don't line up with live experience in schools. Cathy Wever – no room but says we can take more
- Why is site size such a deciding factor?
- Walkability especially for families that don't drive
- Option recommends too much busing /takes away walkability
- School should stay in central area
- Why only options to close Hess?
- ESL programming with a large influx of ESL students from Hess will the alpha program expand into Bennetto?
- We can do better than this
- Hess St. students – what percentage would be walking vs being bused?
- What are the costs of getting students to and from Hess to Bennetto?

Group activity took place to identify five key emerging themes from Public Meeting #1.

Identified Themes

- Student / staff well-being – (2)
- Transportation/walkability – (5)
- Facilities – gym/playground, equitable facilities – (5)
- Access to community services
- Diversity of options – school models – (2)
- Community hub – access to services – (4)
- Programming – FI/Sage – (2)
- Proximity/location
- Safety – (2)
- Accommodations in terms of programming
- Site size
- Accessibility
- Safety of road crossings
- Educational outcomes and achievements

Correspondence – refer to the agenda package for responses to previous requests for information. There is no new correspondence.

Next Steps

Working Group #4 – February 23, 2017. Cathy Wever School

Public Meeting #2 – March 8, 2017. Sir John A. Macdonald School

We will run the next working group meeting to 8:30 p.m.

Comment: are we adding another working group meeting? Committee would like another working group meeting scheduled before public next meeting with the option to cancel if not required.

Adjourned: 8:40.

Correspondence

February 9 2017

Comments

Proposed school closures for any community, are full of heightened emotions and one is compelled to do whatever it takes to keep their local school open. Of course it is unrealistic and impossible to keep every school open and yet I would be remiss if I did not speak up for why I believe Hess street school should remain a valuable part of the Hamilton Wentworth District School Board community and the community of Hamilton at large.

I must disclose that I have taught at the school for many years, but have been retired for over three years. I am also the daughter of immigrant parents so the diversity and uniqueness of Hess Street school touches me deeply.

No decisions have been made yet. I want to be clear that the school exemplifies best practices on how we should deal with diversity. The school community is a place of acceptance, respect, empathy. It is a role model for communities learning how to deal or work together with new immigrants and refugees from any country. In fact educators from around the world have visited Hess Street school to learn best practises on how to teach and work with children and their families. It is much more than providing translators. One must deal with cultural sensitivities, families who have with witnessed unimaginable tragedy and loss. Only then can the actual process of teaching begin. The school has an amazing team of ESL teachers , classroom teaching teams of teachers , educational assistants, early childhood educators and learning resource teachers as well as administrative staff secretaries and volunteers. In fact everyone works seamlessly and tirelessly together to make the school a welcoming and positive place to learn and work in.

Thank You to the hardworking Hess street Parent Council. You are an inspiration.

Hess should not be considered for closure because of the huge amount of money which would be required for renovations and repairs. Is it their fault that minimal funds have been allocated over the years for repairs? All around them new schools were built while Hess was "lucky " enough to get walls put in between classrooms and the hallways in this open concept school, to keep the noise level down!

Some may argue that one of the proposals of busing students to some of these newer schools will allow Hess students to benefit from using these newer, modern schools. I would have to respectfully disagree. At present many/most students are within walking distance. This allows parents/guardians to see teachers and staff at drop off and at dismissal times. This creates an atmosphere of inclusion and keeps the doors of communication open.

Many parents in this community do not have a car and public transportation to these proposed intake schools are not direct. This would result in parents not communicating with the school unless there were issues. Parents need to be involved in all the activities that the school had to offer. They need to feel welcome and be an important of the school community.

Hess street school is located in the downtown core which means classes can walk to the library, the market , the art gallery etc. without the additional cost of transportation. These additional costs would make many of these types of trips unaffordable for many families in this community. Also children are able to attend before and after school extracurricular activities since they are able to walk to and from

their school. Most of the children in this community are unable to afford to attend the afterschool programs that many of our own children have been fortunate enough to participate in. On top of all this the financial cost of busing in itself is prohibitive. Instead, Invest in Hess. You will not be disappointed.

Do yourself a favor. Visit, or volunteer at Hess. You will leave feeling amazed at how well diversity can work. And even better you will be hopeful for our future.

As our world changes, we open our arms and hearts to those who flee war-torn countries or choose to make a better life for themselves in Canada. I hope that in our small corner of this world , Hess Street School will be a part of a warm welcome for families and children for years to come.

Sent: February 20, 2017

Dear ARC,

I live in Central Neighbourhood and I'm very concerned about the potential closure of Hess School. I've done some research on the Accommodation Review Process and would like to obtain clarification.

I've heard from the HWDSB that the accommodation review isn't about school closures, but is necessary for changes to boundaries, structures and grade structures. I have not been able to find any information about this on the ministry's website or in its guidelines. Based on my research, proposed boundary changes (without any proposal to close a school) should be conducted without entering the accommodation review process. I also have not found any previous accommodation reviews that have changed grade structures. If this is not the case, can you direct me to where I can find this information.?

My research has shown that all HWDSB accommodation reviews have led to school closures, with trustees voting in favour of the closures.

If this is not the case, can you let me know if there have been any final reports stemming from the HWDSB's accommodation review process that has not recommended at least one school closure? Have trustees ever voted against closing a school recommended for closure in a final report? If yes, which school(s) were they?

My understanding is that the ARC meetings are necessary in order for the school board to take the steps towards school closures. Closing schools appear to be the only way the board can obtain significant extra funding from the province. Are there ways the board can obtain additional funding from the province without closing schools?

Board Chair Todd White has previously told the West Hamilton ARC: "This review is more unique than anything in the past. This one will be the sincerest community input and is a community building exercise." Could you please outline how this review differs from past efforts, like East Hamilton 2 and Lower Stoney Creek?

Lastly, I was concerned with some statements Chair White made from the floor at the second ARC meeting. He was tremendously proud of the amount of money HWDSB had received following ARC processes, claiming Hamilton was #1 in the province for obtaining such monies. He joked that the board had won so much money via the ARC process that the province had considered calling the allotment of money for this the "Hamilton-Wentworth District School Board Fund." To me, this suggests that the board has been more aggressive than its peers in closing schools. How much money has the Hamilton board received via the ARC process vs. other school boards? I assume that Chair White's claim is based on per capita amounts vs. absolute numbers. Is that right?

Thank you for your time.

February 21, 2017 2:18 PM

Dear Superintendent Dunlop,

I am writing to express my extreme dismay and disappointment concerning the potential closure of Hess Street Public School. The school is more than a vital part of our Central community. It is our hub. It is the unifying thing which brings our diverse community together. It is in short, the best thing about our neighbourhood.

We understand that tough fiscal decisions need to be made. My husband and I attended the information meeting at SJAM last month. We are aware of the long hours that you and others at the Board have worked to move closer to a solution. To close a school that is at approximately 75% capacity in a neighbourhood which is growing fast would seem a shortsighted measure. The school itself, rebuilt in the 1970s is much newer than a lot of other schools in the area.

Of course you know all of this already. The only thing of importance that we can share with you is how personally we are proud to live in a community that has Hess Street School at its core. We are new parents that live across the street from the school. We see the students as they walk towards Central Park accompanied by their teachers during school hours and then see the same students on the weekends playing soccer or playing in the park. My husband and I are both in the teaching profession so we can attest to the fact that the character and strength of the staff and students at Hess Street School is not only above average, it is exemplary. We are looking very much forward to sending our young children to Hess Street School in the future.

If there's absolutely anything we can do to preserve this integral part of our community, please do not hesitate to inform us. We appreciate your hard work and are hopeful of your consideration.

February 23, 2017

Vision for Schools as Community Hubs

Schools are the centre of the community. Community hubs provide support to all members of their communities by providing opportunities for social interaction, education, contribution, and recreation for people of all ages. Participation in healthy initiatives is encouraged by providing green spaces, gardens, gymnasiums, pools, hot pools, and safe, walk-able and bikable locations accessible by public transportation.

Schools as community hubs are one of the first places new families start to build community with the newborn children. They can go there for support, connection, and refreshment.

As children grow, the community hub becomes a place where young people learn to deal fairly with others and trust alternate caregivers as they stand on their own two feet, while their primary caregivers are free to contribute to their communities in many varied ways.

Families are supported with equitable, affordable, and sustainable education for children. Centres also provide support for the adults as providers with cafeterias, community kitchens, community gardens, recreational opportunities, public library resources, and before and after school child care. Parents of children of all ages can find support with parents of similar aged children as well as access community resource and training to deal with specific parenting challenges.

Teachers and staff are supported by being able to bring their young ones to day care in the place where they work and by being contributors to and participants in a healthy, functional, and vibrant community.

Adolescents and young adults are able to connect with others and contribute to the community initiatives which allow them to continue developing their skills and interests while gaining valuable experience.

New Canadians can find access to support networks and adult English learner programs to help ease their transitions into life in Canada for themselves, their children, and older members of their community.

Elder members are supported via day-programs and out-reach programs run by younger members of the community to help them with activities of daily life which may become increasingly difficult. As they are able, elders are encouraged to contribute their wisdom, experience, and generosity with younger community members.

Wherever and whenever possible, the development of the school facility in partnership with other service providers as a Community Hub should be encouraged and pursued, to the benefit of all.

Community Hubs in Ontario: A Strategic Framework and Action Plan

“This Strategic Framework and Action Plan represents a concrete action plan in expanding community hubs in Ontario. It reflects the consensus of stakeholders that community hubs contribute tremendous value to local residents, value that can be measured and demonstrated in both social and economic terms. It also reflects the variety and depth of stakeholder concerns and identifies possible solutions to many of the barriers that impede the development of community hubs. And finally, it reflects the concentrated effort at the Province, which recognizes the value of delivering services that benefit communities. “

“The Work of Local Heroes: Most of the hubs already established within Ontario are the result of ‘local heroes,’ individuals, organizations, networks and sectors that have seen a need – or an opportunity – in their community and who have responded to it. In Hamilton, both the Wever Hub, named after a local community police officer, and the Eva Rothwell Centre at Robert Land, named after the mother of a benefactor, were established in low-income neighbourhoods when local community members recognized a need. They built partnerships with public and private sector organizations and local government over a number of years to create a safe, shared space and set of programs the community could enjoy”

<https://dr6j45jk9xcmk.cloudfront.net/documents/4815/community-hubs-a-strategic-framework-and-action.pdf>

Questions:

Questions from the committee may be brought to working group meetings or sent to reviews@hwdsb.on.ca

1. Can the SCC be used to reduce the OTG of a school to maximize utilization and community partnerships?
2. Could a partnership be formed to have each school be a site of a branch of the HPL? If this were the case, would we still need school libraries/librarians?

Benchmark Standards:

Library	5 square feet/pupil place suggested
Resource Space	3.5 square feet/pupil place suggested
Office space	3.1 square feet/pupil place, 1200 sq ft min./1500 sq ft max.
Staffroom space	2.2 square feet/pupil place suggested, 400 square feet min.
changeroom space	2 x 400 square feet minimum suggested
Kindergarten space	1200 square feet/room suggested, # of rooms depends on school size
Gym space	3000 square feet minimum, 10 square feet/pupil place suggested

BENNETTO: current enrollment 497/744=67% utilization

FCI: average

- 29% of catchment children are bussed – not walkable
- move east boundary of catchment to Wellington to move Keith neighbourhood students to new school. $497-100=397$
- right size school to OTG:500
- keep school, move FI students outside of EK catchment to a secondary FI program at this location.
- $397+ 62 \text{ FI from EK} = 459 + 15 \text{ FI from Ryerson} = 474 \text{ students}$
- reduce OTG via meeting benchmarks with existing spaces and further community partnerships and accessibility to match student population and anticipated growth to bring enrollment to within reasonable limits of OTG [make OTG ~500] – what services are missing from this neighbourhood?
- $474/500 = 95\% \text{ utilization}$

NEW KEITH SCHOOL (314 or more)

- Grades JK-8
- acquire lands including Wentworth Metal Recycling and abutting train tracks belonging to former Studebaker factory (don't need all of it),
- decontaminate if needed
- located at end of Cheever Street, connecting to the North Central Community Park at Wentworth St. N and Mars Ave.
- catchment: North – Lake Ontario, South – Barton St., East – between Wellington and Victoria, West – Birch Ave.
- get ~100 students from Bennetto
- get ~214 students from C. Wever
- find community partners (ask at Eva Rothwell centre)

CATHY WEVER 714/800

- remains jk-8
- right size school to OTG:500
- move ~214 students to new school at Cheever Street
- catchment Victoria to Sherman and Barton St./Birch Ave. to Main St. OR
- move catchment boundaries to create a new school in the Stinson neighbourhood

NEW STINSON SCHOOL

- JK-8
- ~350 OTG
- receives students from C. Wever, Dr. Davey, Q. Vic, Adelaide Hoodless as needed to right-size those schools

DR. DAVEY 518/816

- remains JK-8
- right size school to OTG:500

- approx 11 students added to catchment as a result of southern boundary movement to Main Street
- Next to Beasley Park and the Beasley Community Centre run in partnership with the city of Hamilton and Wesley Urban Ministries, where: In partnership with the City of Hamilton Recreation Department and the Hamilton-Wentworth District School Board, a variety of programs are offered for children, youth, parents and seniors.

QUEEN VICTORIA 557/758

- remains jk-8
- right size school to OTG:500
- move northern boundary of Queen Victoria catchment to Main Street so student do not have to cross Main. This will affect approximately 11 students transferring out of Queen Victoria School to Dr. Davey catchment
- move boundaries of catchment to area bordered by James St. S., Main Street
- move catchment boundaries to create a new school in the Stinson neighbourhood
- procure land with proper green space for students to play
- every effort to procure green space for children to use should be pursued that is not "off school premises".
- Stinson neighbourhood needs a school
- closure of Claremont mountain access by City of Hamilton would save the city money and be of benefit to the Corktown and Stinson neighbourhoods.

Reasoning:

-school population is too large

-it is not walkable for many students

CENTRAL 304/283

fci: average

- remains jk-5
- move northern boundary of Central catchment to Main Street so students do not have to cross Main and to reduce catchment size. This will affect 2 students to be moved to another school but will not significantly affect utilization.
- eastern boundary moves from John Street to James St. so students do not have to cross James St. and to reduce catchment size

Reasoning:

reduce need to build addition on building?

reduce number of students at Central/Ryerson

improve safe walkability for students

EARL KITCHENER 561/548 (197 k-5, 364 FI)

- remains jk-8 and French Immersion
- ~62 out of catchment FI students to Bennetto 561-62=499 students to reduce pupil pressure on EK and Ryerson

- move boundary of Strathcona/EK to rail tracks from Main St. to facilitate walkability and to transfer some students (~24) to Strathcona from EK and Ryerson.
- right size school to OTG:500 with renovations to meet benchmarks using available space
- will there be lower benchmarks to meet lower OTG?
- There needs to be a pedestrian bridge at Poulette St. crossing railway lines but there isn't one currently.

Reasoning:

-most FI students currently live within the EK catchment so they have probably moved there on purpose, or take advantage of the program because it exists at their catchment school and they see it as being of significant benefit to their children

-reducing pressure on the FI program will relieve pressure on the school itself population-wise and also help bring the ENG/FI programs into better balance.

RYERSON 410/343, FCI:average

- (6-8, FI, POC) OTG: 343, current enrolment: 191 gr.6-8, 161 FI, POC 43, 15 SPED, totalling: 410 pupils, current utilization: 120%
- remains gr 6-8
- move (15?) bussed FI students to new location of FI program
- some students (7?) will be moved to Q. Vic as result of Central catchment change
- remove gr.6-8 students (55?) and SAGE Quest (43?) Students to Strathcona School
- $410 - 15 - 7 - 55 - 43 = 290$ students remaining/343 capacity = 84% utilization

Reasoning:

Starting a second French Immersion program at another location will allow for greater diversity in students being encouraged to use the French Immersion program (most FI students currently live within the EK catchment so they have probably moved there on purpose, or take advantage of the program because it exists at their school and they see it as being of significant benefit to their children – but this is a neighbourhood in which many residents cannot afford to live, so if they miss the bus, too bad!) Moving the Strathcona and SAGE students out of Ryerson will reduced pupil population pressure on Ryerson and, possibly eventually Westdale Secondary.

Additionally, some student pressure will be removed by moving the Central Catchment boundary to facilitate safe walking for students in Durand.

Keeping this location is important because neither Central nor EK have room for play-fields so it seems better to keep their trio of schools together for walkability for students and access to the Recreation Centre at Ryerson.

STRATHCONA 188/245

- close to Victoria Park
- becomes jk-8 school (moves 55 students from Ryerson to Strathcona)
- add gr 6-8 students from Ryerson (55)
- add POC (SAGE Quest) students from Ryerson (43)
- receives 24 students from EK Ryerson as result of boundary movement from Main St. to railway tracks.

- $188+55+43+24=310$ students
- move catchment boundaries as it makes sense so students have a short walk to school and to divide the population to support both Hess and Strathcona schools
- expropriate lands as needed to facilitate school expansion with room to expand play spaces for younger grades and kindergarten pupils.
- request city to allow street closure of Strathcona Ave between Victoria Park and school grounds to facilitate student use of green space at park
- partnership with City of Hamilton on part of the park land to develop playing fields which can be used by the school/community
- request City of Hamilton to put in year round pool on park site instead of seasonal pool
- request HPL to put in local branch in school to serve (instead of bookmobile stop at Strathcona Gardens)
- make the entire school arts focussed (suggestion from a SAGE parent)
- move the SAGE program to another location as it divides our small community along socio-economic boundaries (suggestion from another SAGE parent who values walkability and diversity and inclusivity)
- a number of parents at the school, both SAGE and Main parents (including me) believe that the SAGE program at our school diverts resource and volunteer time from the entire school to only a select few students whose parents have additional resources to spare for the school. We feel that these resources could be better used to serve the entire school community to bring a greater focus on arts and parent engagement to the entire population of students at our school.

Reasoning: above points suggested because they serve the greater community hub idea as well as improving walkability for Strathcona neighbourhood students in Grades 6-8. It also brings the SAGE and SAGE quest programs into the same building. Partnership with HPL will reduce need for duplication in school program and will bring the resource to the greater community. Requested changes would serve the Strathcona community well and make accommodation for intensification in this neighbourhood.

HESS 346/450, FCI: Average

- Close to Mosque, Wesley Urban Ministries EYC and childcare and employment services.
- Remains k-8
- acquire lands currently occupied by Central Park and Hamilton Fire Station
- decontaminate all lands
- build a new school on those lands with room for future expansion if needed
- close current location
- move catchment boundaries to: James Street on the East side, Main Street on the South side, Pearl St. to York to Locke on the west side, and the harbour/Barton on the north side
- request City to purchase former Hess School site to put in a recreation centre with pool

- *there are too many students at both Hess and Strathcona to combine into one school*
- *new location with green space for play fields, next to a community park, still walkable for kids and parents*

From: Nadine B
 Sent: February 23, 2017 1:41 PM
 To: Accommodation Reviews
 Subject: more information to be included in our discussion

Alternate suggestion for Ryerson, EK and Central Schools

- make EK a total FI school for JK-8 housing all 525 FI students
- make Ryerson the catchment school for JK – 8 students in the EK area
- reduce number of students at Central to the max OTG.
- FI program at Ryerson: 525/548 OTG = 96% util.
- Central, shift boundary to reduce student numbers, 283/283=100% utilization
- Ryerson renovated to accommodate remaining students 409/343= 120% util.

The information below was feedback from a teacher at our school who found the following information and had some ideas about partnerships.

Ontario Helping More Schools Become Community Hubs: Province Investing in Schools to Better Serve Communities

May 6, 2016 9:00 A.M. Ministry of Education

Ontario is investing nearly \$90 million dollars to expand child care and child and family support programs in schools and create spaces in schools for community use.

As a response to recommendations in Community Hubs in Ontario: A Strategic Framework and Action Plan, the province committed to supporting the use of schools as community hubs.

Community hubs bring together and integrate a range of needed services under one roof to better serve their communities. A community hub can be a school, neighbourhood centre or other public space that houses coordinated services. Ontario's nearly 5,000 schools offer the ideal location for community hubs, as many of them are the heart of their community and are accessible.

As part of today's \$90 million investment to further enable the development of community hubs, the province will provide:

- \$20 million to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres in schools
- \$18 million to retrofit existing child care space within a school to open up more spaces for children under four years old
- \$50 million to renovate surplus school space to make it available for use by community partners and the public
- Expanded eligibility for school capital funding to include building replacement space for eligible community partners in new schools or additions to existing schools in the event their original school location is closed.

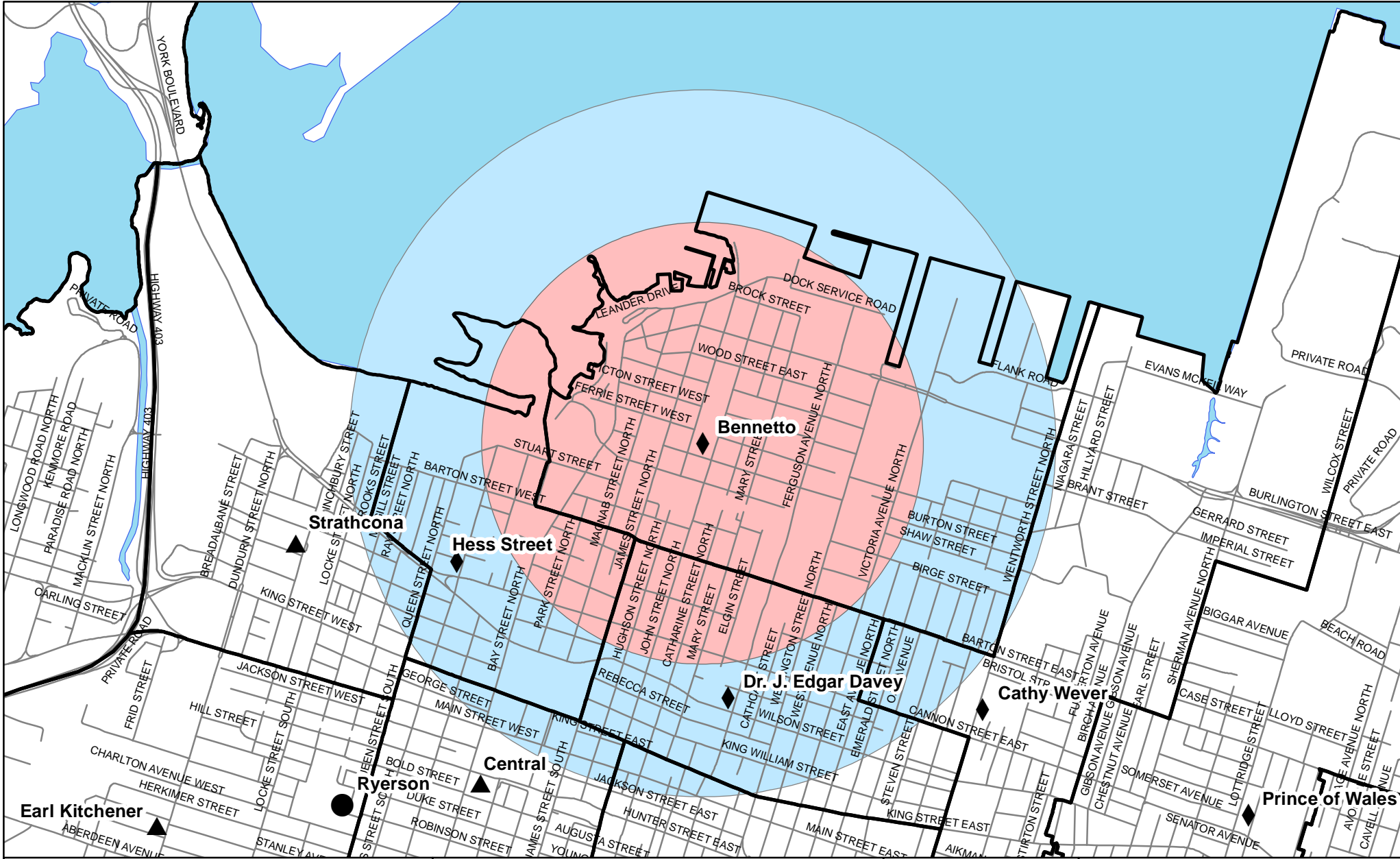
Ontario is also making it easier for community partners to create community hubs in schools by expanding the list of public organizations able to purchase or lease surplus school property before it is placed on the open market. This list will now include Children's Mental Health Agencies, First Nations and Métis Organizations and others. More time will also be allowed for organizations to place an offer, allowing greater opportunity for continued use of these properties by the community.

<https://news.ontario.ca/edu/en/2016/05/ontario-helping-more-schools-become-community-hubs.html>

Ideas for possible partnerships in our family of schools:

- YMCA – Immigrant Services (4 locations in Hamilton)
- Wesley Urban Ministries – newcomer family services in schools with high newcomer populations
- Liason College – currently rents space in Jackson Square
- Mohawk College – adult education
- Hamilton Public Library/Mohawk College – maker space
- Centre 3 – arts space
- The Mustard Seed – community garden
- Good Shepherd – adult day programs for elderly and/or disabled persons

HWDSB Walking Distance Map Bennetto



▲	Jr Elementary School	□	Elementary Boundary
◆	Elementary School	■	JK/SK Walking Distance - 1 km
●	Middle School	■	Gr. 1-8 Walking Distance - 1.6 km

0 0.4 0.8 1.6 km

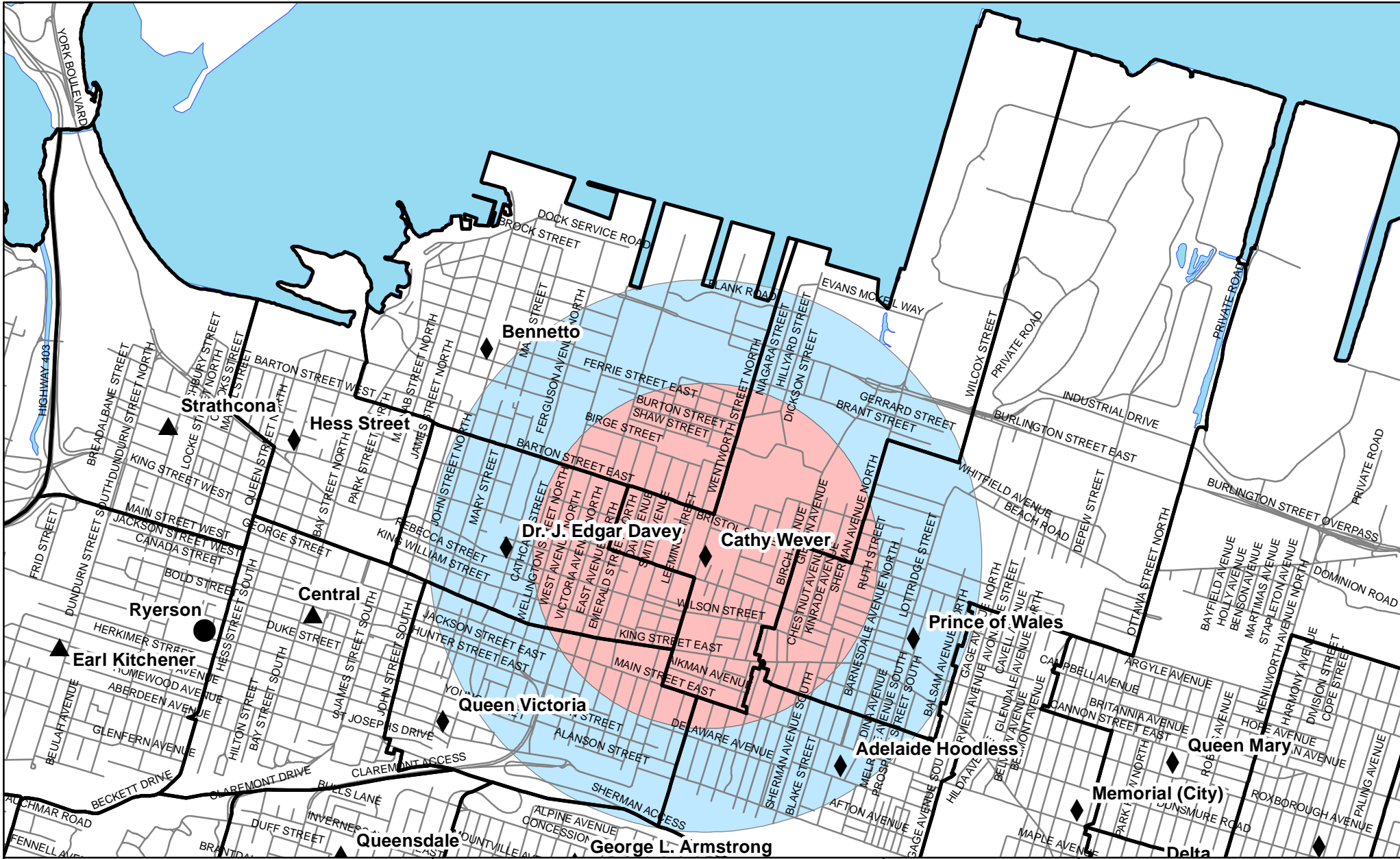
Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).



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HWDSB Walking Distance Map Cathy Wever



▲	Jr Elementary School	□	Elementary Boundary
◆	Elementary School	■	JK/SK Walking Distance - 1 km
●	Middle School	■	Gr. 1-8 Walking Distance - 1.6 km

0 0.5 1 2 km

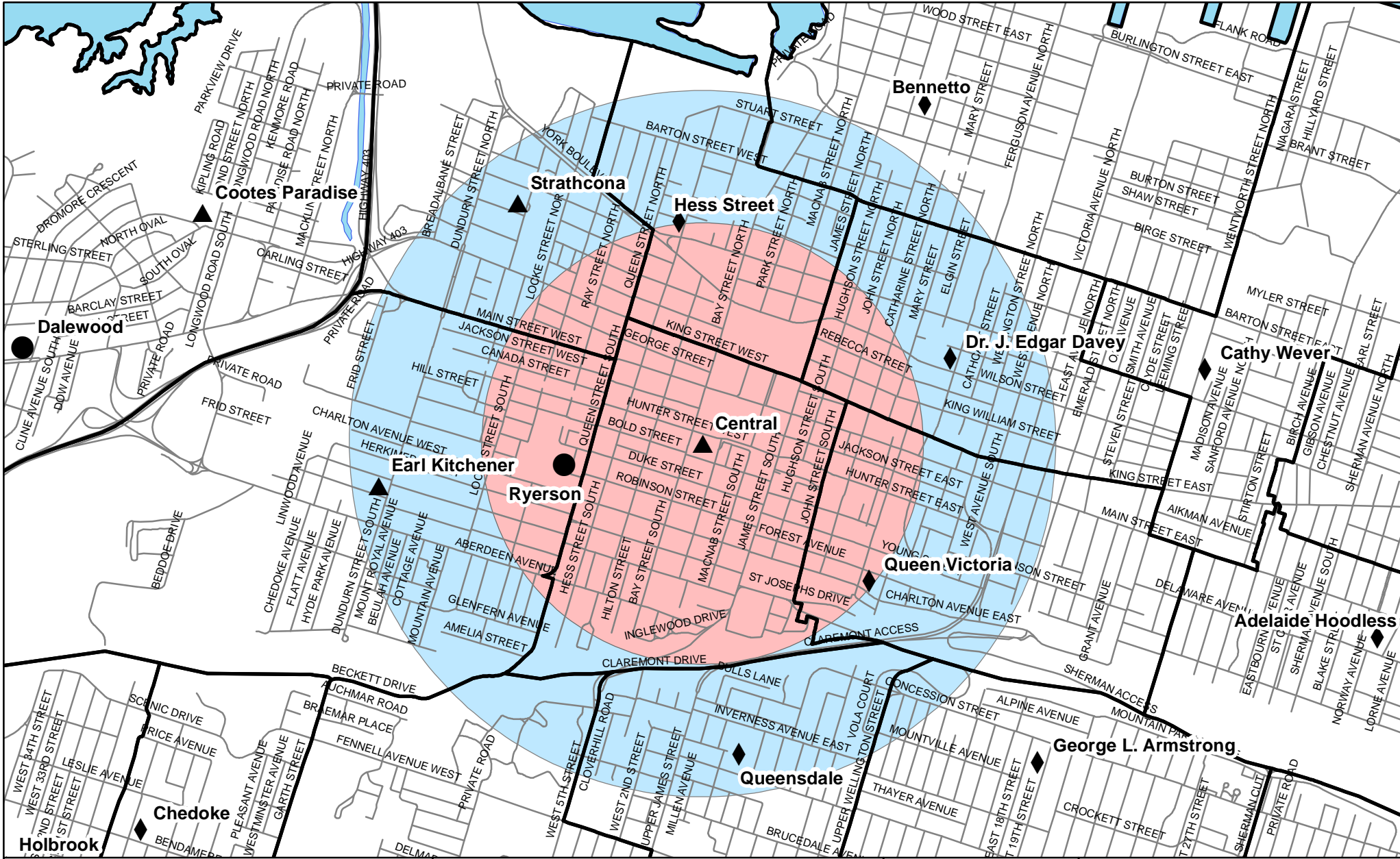
Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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HWDSB Walking Distance Map Central



▲	Jr Elementary School	▭	Elementary Boundary
◆	Elementary School	■	JK/SK Walking Distance - 1 km
●	Middle School	■	Gr. 1-5 Walking Distance - 1.6 km

0 0.4 0.8 1.6 km

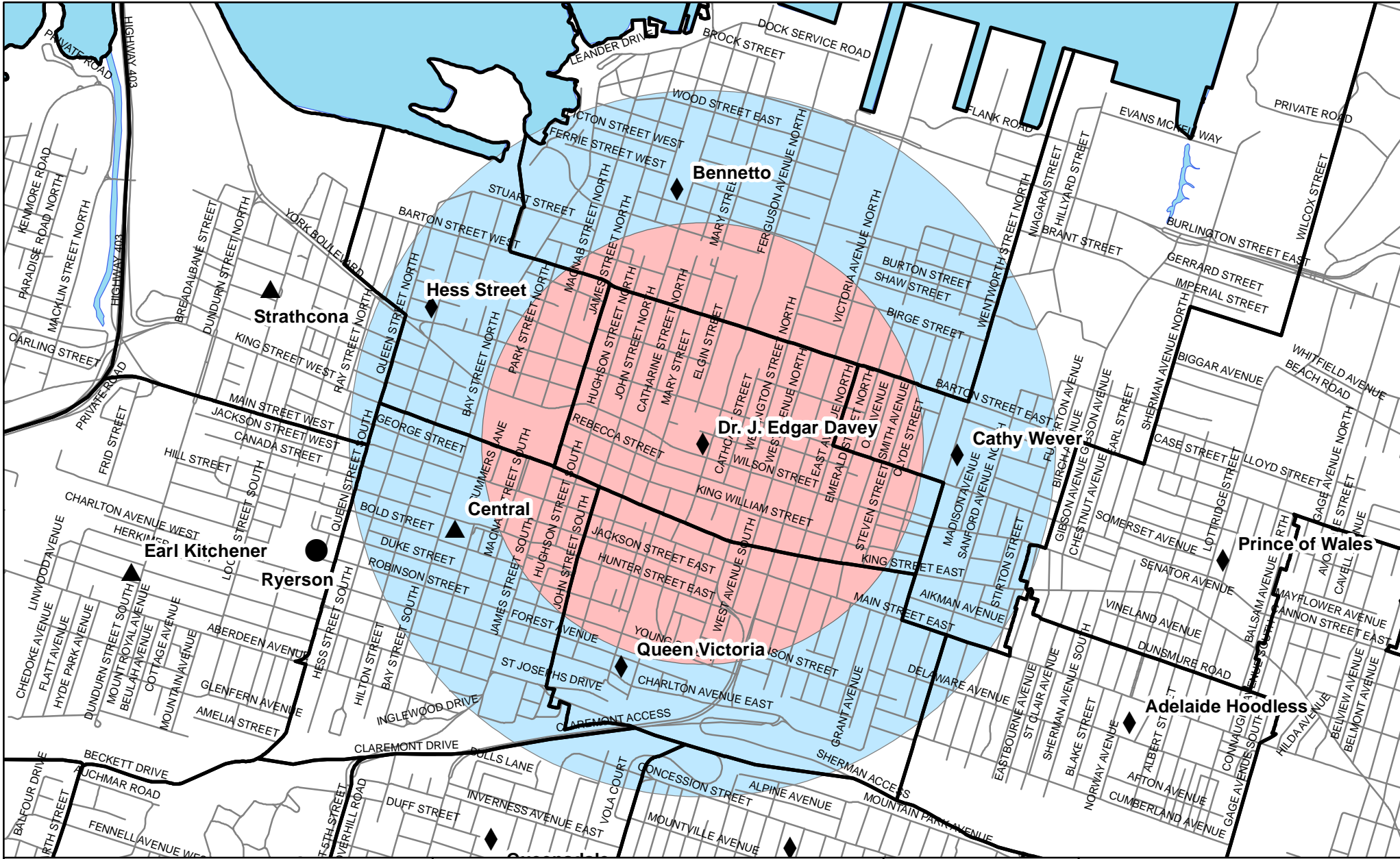
Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).



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HWDSB Walking Distance Map Dr. J. Edgar Davey



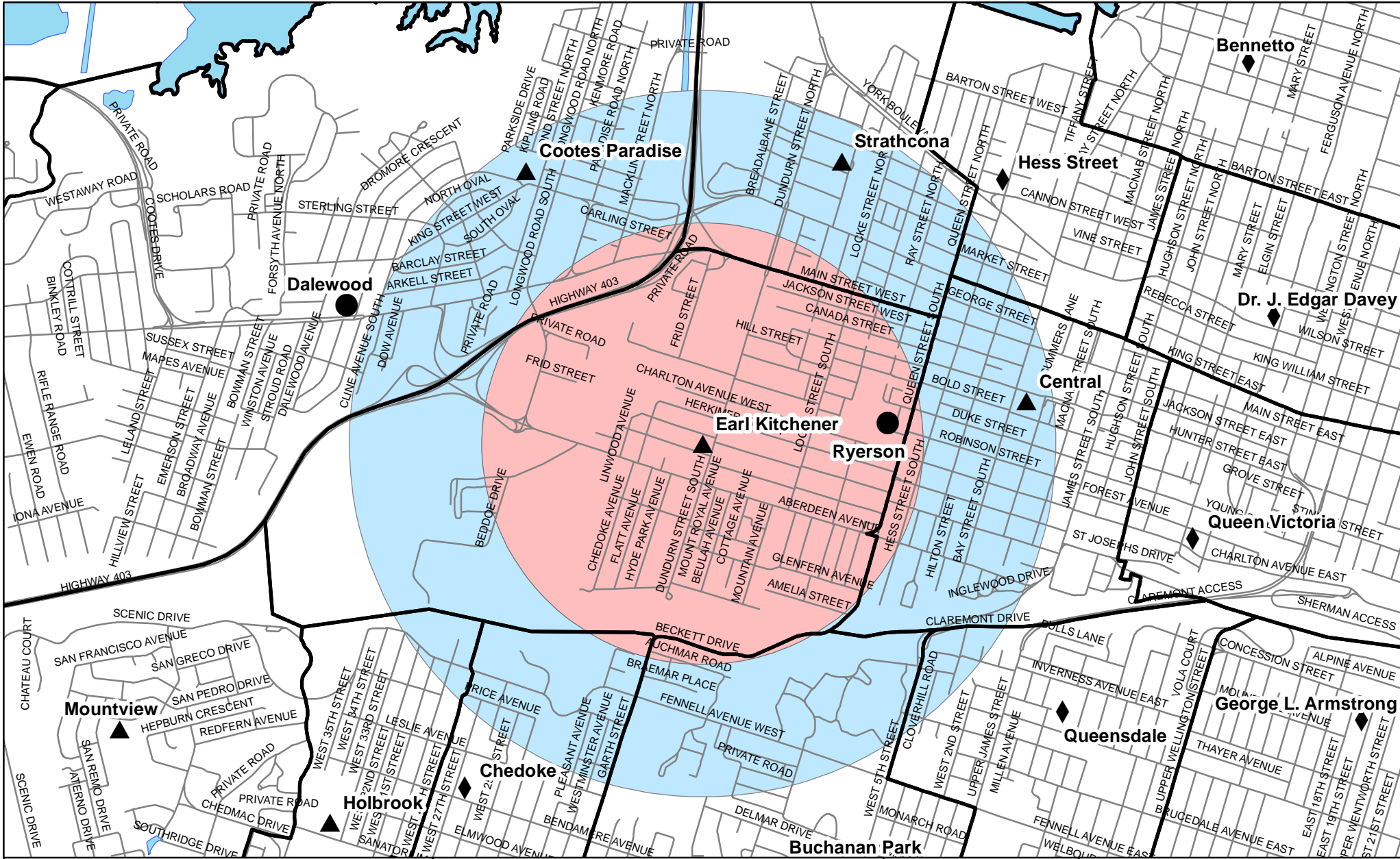
- ▲ Jr Elementary School
- ◆ Elementary School
- Middle School
- Elementary Boundary
- JK/SK Walking Distance - 1 km
- Gr. 1-8 Walking Distance - 1.6 km

0 0.4 0.8 1.6 km

Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).



HWDSB Walking Distance Map Earl Kitchener



- | | | | |
|---|----------------------|---|-----------------------------------|
| ▲ | Jr Elementary School | ▭ | Elementary Boundary |
| ◆ | Elementary School | ■ | JK/SK Walking Distance - 1 km |
| ● | Middle School | ■ | Gr. 1-5 Walking Distance - 1.6 km |

0 0.4 0.8 1.6
km

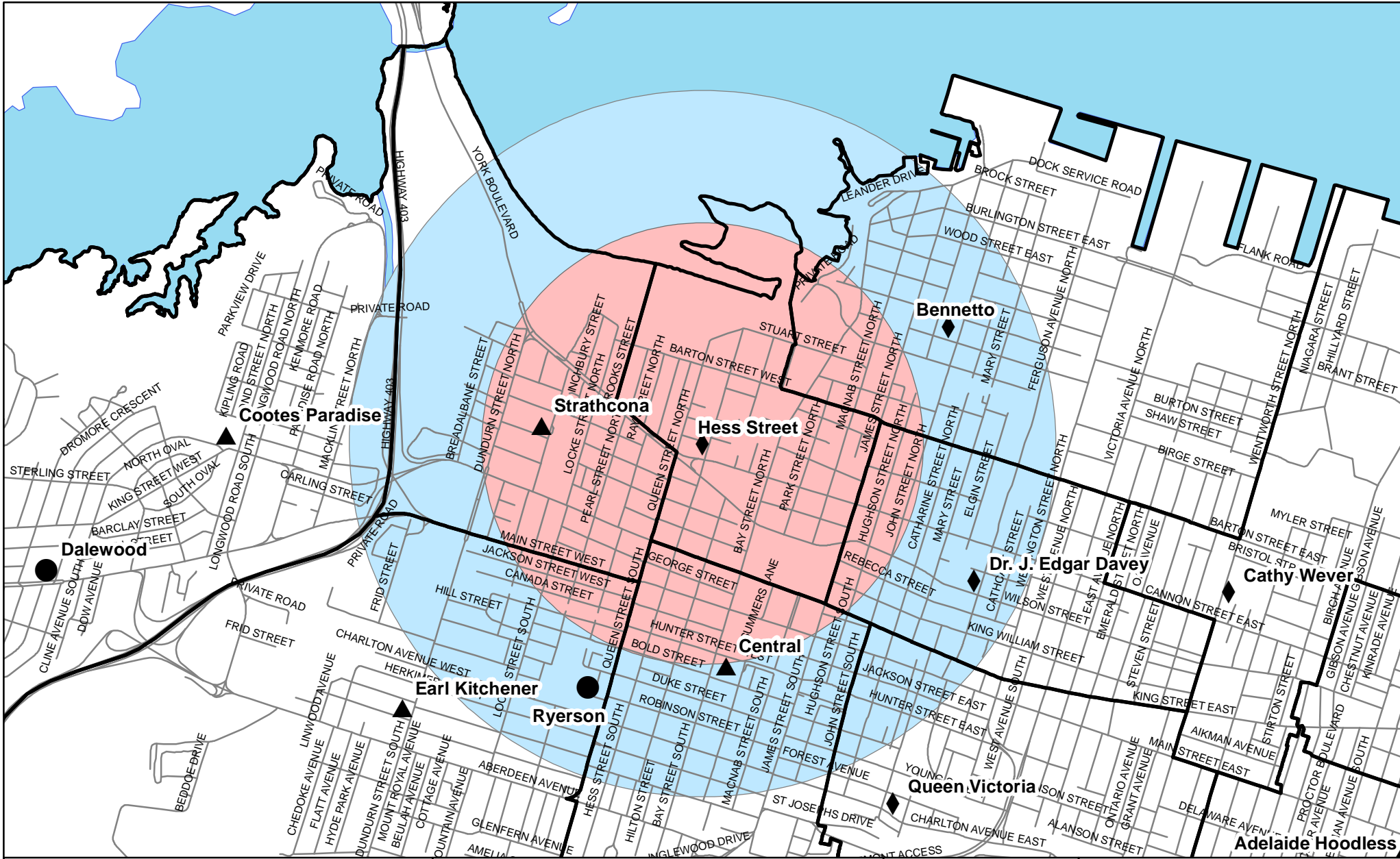
Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).









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HWDSB Walking Distance Map Hess Street



	Jr Elementary School		Elementary Boundary
	Elementary School		JK/SK Walking Distance - 1 km
	Middle School		Gr. 1-8 Walking Distance - 1.6 km

0 0.4 0.8 1.6
km

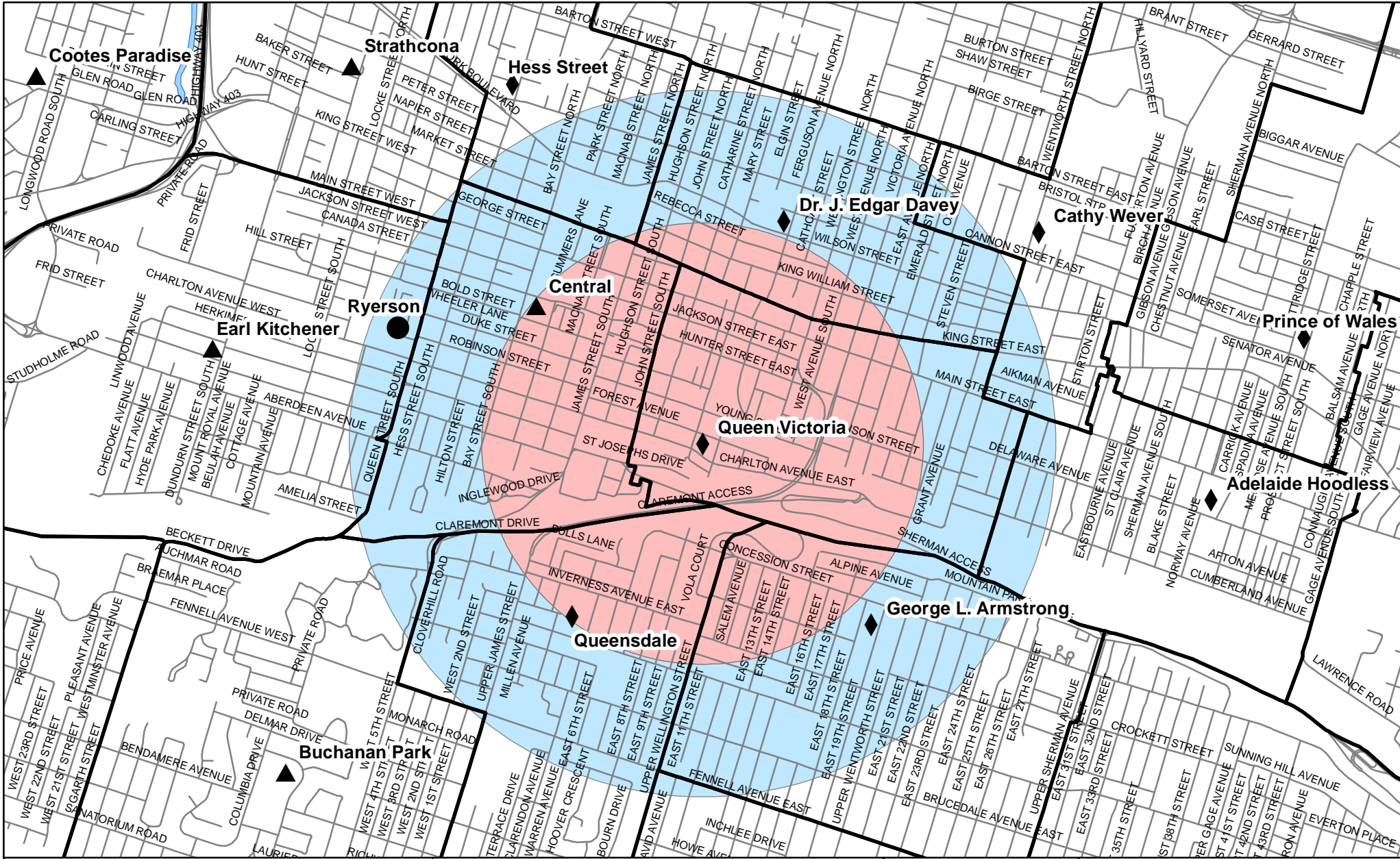
Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).









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HWDSB Walking Distance Map Queen Victoria



	Jr Elementary School		Elementary Boundary
	Elementary School		JK/SK Walking Distance - 1 km
	Middle School		Gr. 1-8 Walking Distance - 1.6 km

0 0.4 0.8 1.6 km

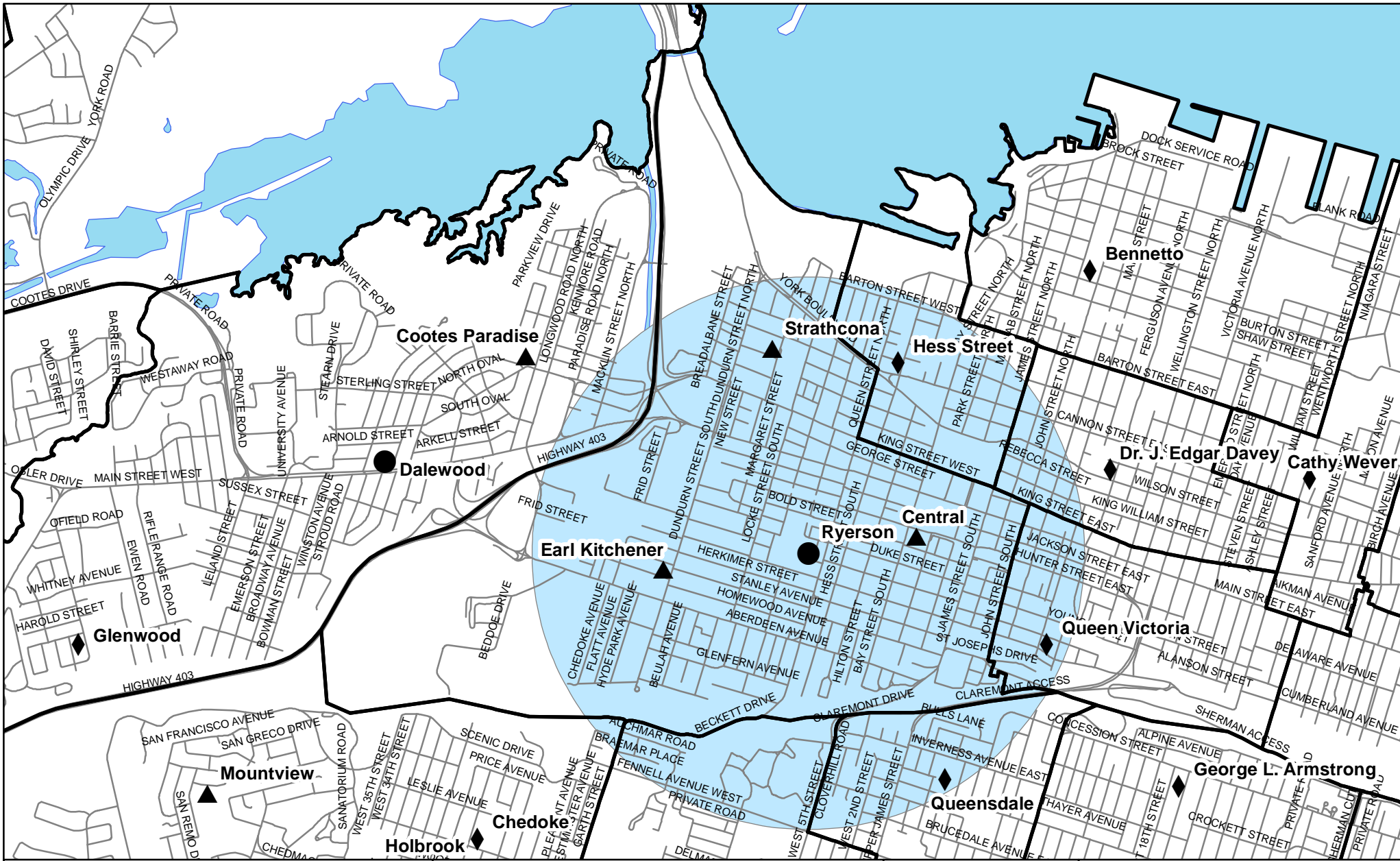
Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).



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HWDSB Walking Distance Map Ryerson



0 0.5 1 2 km

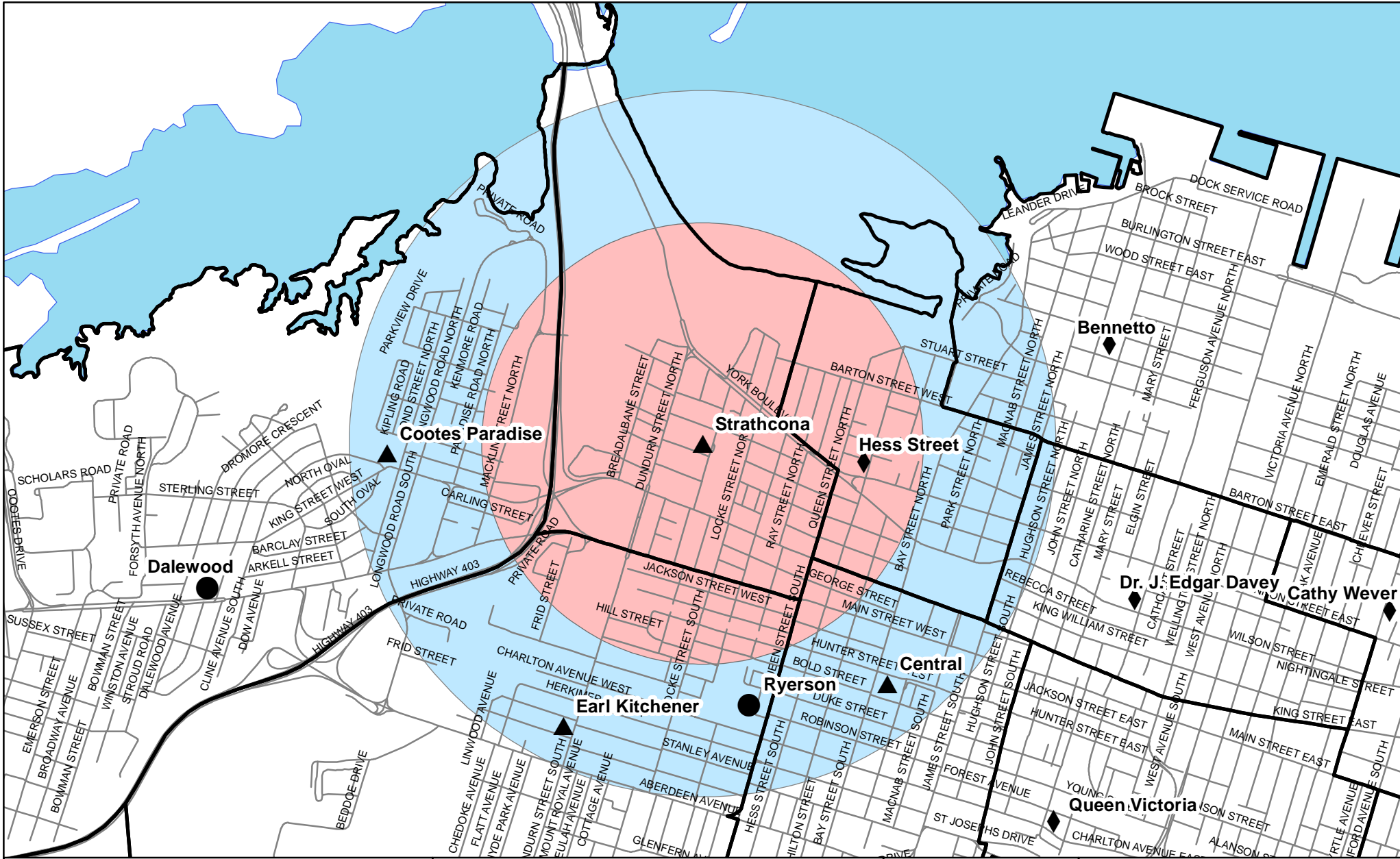
Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).



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HWDSB Walking Distance Map Strathcona



- | | | | |
|---|----------------------|---|-----------------------------------|
| ▲ | Jr Elementary School | ⬜ | Elementary Boundary |
| ◆ | Elementary School | ■ | JK/SK Walking Distance - 1 km |
| ● | Middle School | ■ | Gr. 1-5 Walking Distance - 1.6 km |

0 0.4 0.8 1.6
km

Note: Walking Distances shown are approximate. To determine exact eligibility for bussing, please contact Hamilton-Wentworth Student Transportation Services (HWSTS).



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