

**AGENDA: 6:00 pm**

1. Call to Order
2. O Canada
3. Approval of the Agenda
- 4.
5. Declarations of Conflict of Interest
6. [Confirmation of the Minutes: March 27, 2017](#)

Reports from Trustee Special Committees:

7. [Audit – March 23, 2017](#)
8. [Finance & Facilities – March 29, 2017](#)

Reports from Legislated Committees:

9. [Special Education Advisory Committee – March 29, 2017](#)

Reports from Community Advisory Committees:

10. [French as a Second Language Advisory Committee – March 29, 2017](#)

Reports from Staff:

11. [Faith Community Advisory Committee](#)
  - A. [Appointment of committee members](#)
  - B. Appointment of Trustee representatives (2)
12. [Ancaster Pupil Accommodation Review – Interim Report](#)
13. [West Hamilton City Pupil Accommodation Review – Interim Report](#)
14. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee
15. Meeting Resumes in Public Session
16. Report from Committee of the Whole (private) – date of Board meeting
17. [Written Notice of Motion – Temporary Student Accommodations](#)
18. Oral Reports from Liaison Committees:
  - A. City/School Board Liaison Committee
  - B. Hamilton-Wentworth Home & School Association
  - C. HWDSB Foundation
  - D. Ontario Public School Boards' Association (OPSBA)
19. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.  
<http://www.hwdsb.on.ca/trustees/meetings/>

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Trustees: Kathy Archer, Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White. Student Trustees Tory Dockree and Elizabeth Wong.

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**1. Call to Order**

Todd White, Chair of the Board, called the meeting to order at 6:03 p.m.

**2. Approval of the Agenda**

**RESOLUTION #17-36:** Trustee Van Geffen, seconded by Trustee Deathe, moved: **That the agenda be approved.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

**3. Declarations of Conflict of Interest**

None.

**4. Confirmation of the Minutes**

The minutes of February 27, 2017 were confirmed.

**5. Correspondence: Peel District School Board re: change to Civics curriculum**

**RESOLUTION #17-37:** Trustee Beattie, seconded by Trustee Bingham, moved: **That Hamilton-Wentworth District School Board send a letter to the Minister of Education in support of Peel District School Board and that as part of that support letter, request that comprehensive information about all levels of Government including school boards, and their respective roles and responsibilities be added to the Civics curriculum.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

**Reports from Trustee Special Committees:**

**6. Policy Committee – March 1, 2017**

**RESOLUTION #17-38:** Trustee Beattie, seconded by Trustee Danko, moved: **That the report of the Policy Committee – March 1, 2017 be approved including the Trustee Expense Policy and the Copyright Policy.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

**7. Human Resources Committee – March 2, 2017**

**RESOLUTION #17-39:** Trustee Deathe, seconded by Trustee Johnstone, moved: **That the report of the Human Resources Committee – March 2, 2017 be received.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

**8. A. Finance & Facilities Committee – March 8, 2017**

Trustees requested that the items of the report be voted on as two separate items.

**Consultation Results for the Identification of Board Priorities to Guide 2017-18 Budget Development.**

**RESOLUTION #17-40:** Trustee Hicks, seconded by Trustee Beattie, moved: **That the 2017/2018 Board Budget Priorities be approved as:**

- **Improving Mathematics**
- **Program Strategy**
- **School Renewal**
- **Special Education**
- **Student Supports**
- **21<sup>st</sup> Century Learning (Transforming Learning Everywhere)**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

**RESOLUTION #17-41:** Trustee Hicks, seconded by Trustee Beattie, moved: **That the monitoring items be received, including:**

- **Elementary Facility Benchmarks Strategy**
- **Greensville and Spencer Valley School Temporary Accommodation Proposal Consultation**
- **Interim Financial Report – January 31, 2017**
- **2017-18 Budget Development**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

**B. Finance & Facilities Committee – March 20, 2017**

**Elementary Program Strategy Benchmarks**

**RESOLUTION #17-42:** Trustee Hicks, seconded by Trustee Beattie, moved:

**a. That the Board rescind RESOLUTION #17-10: That Board staff be directed to prepare a 5-year implementation plan to deliver the priorities related to the Elementary School Benchmark Strategy for all schools that have been through an accommodation review and including those school not yet scheduled by June 2017.**

The motion was **CARRIED** on the following division of votes:

In favour (7) Trustees Archer, Beattie, Bingham, Deathe, Mulholland, Van Geffen and White. Student Trustees Dockree and Wong voted in favour.

Opposed (4) Trustees Danko, Johnstone, Hicks and Pattison

***And with part (a) being adopted then:***

**RESOLUTION #17-43:** Trustee Hicks, seconded by Trustee Beattie, moved:

**b. That Board staff implement an 8-year plan to deliver the priorities related to the Elementary School Benchmark Strategy with an additional \$30 million (grand total \$80 million) for all schools that have been through an accommodation review or are not scheduled for an accommodation review.**

The motion was **CARRIED** on the following division of votes:

In favour (10) Trustees Archer, Beattie, Bingham, Danko, Deathe, Johnstone, Mulholland, Pattison, Van Geffen and White. Student Trustees Dockree and Wong voted in favour.

Opposed (1) Trustee Hicks

#### **Reports from Legislated Committees**

##### **9. Report from Special Education Advisory Committee – February 22, 2017**

**RESOLUTION #17-44:** Trustee Johnstone, seconded by Trustee Deathe, moved: **That the report of the Special Education Advisory Committee – February 22, 2017 be received.**

**CARRIED UNANIMOUSLY**

Student Trustee Wong voted in favour  
Student Trustee Dockree was out of the room

#### **Reports from Community Advisory Committees**

##### **10. Report from Rural Schools Advisory Committee – March 1, 2017**

**RESOLUTION #17-45:** Trustee Van Geffen, seconded by Trustee Johnstone, moved: **That the report of the Rural Schools Advisory Committee – March 1, 2017 be received.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

**RESOLUTION #17-46:** Trustee Van Geffen, seconded by Trustee Pattison, moved: **That staff explore the feasibility of:**

- a) **Introducing an Agriculture Specialized High Skills Major in HWDSB and;**
- b) **Expanding the current Horticulture Specialized High Skills Major to second location within the district.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

Staff will bring more information forward in a report to the April Program Committee meeting.

##### **11. Resolution Into Committee of the Whole (Private Session)**

**RESOLUTION #17-47:** Trustee Beattie, seconded by Trustee Danko, moved: **That the Board move into Committee of the Whole (Private), this being done at 8:15 p.m.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

The open session resumed at 9:24 p.m. Trustee Van Geffen had left the meeting.

##### **12. Committee of the Whole (private) March 27, 2017**

**RESOLUTION #17-50:** Trustee Beattie, seconded by Trustee Johnstone, moved: **That the report of the Committee of the Whole (private) – March 27, 2017 be approved including:**

- That the Human Resources Committee report from March 2, 2017 be approved.
- That the Finance & Facilities Committee report from March 8, 2017 be approved including the Board enter into Phase 1 of the Property Disposition Protocol for Cardinal Heights School as amended.

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour  
Trustees Danko and Hicks were out of the room

### **13. Written Notices of Motion:**

#### **A) Ontario Public School Boards Association – Student Trustee Representatives**

Trustee Johnstone read the Notice of Motion and informed Trustees that in order for an item to appear on OPSBA's Annual General Meeting agenda, it must first be approved at the local Board level.

**RESOLUTION #17-51:** Trustee Johnstone, seconded by Trustee Deathe, moved: **That Student Trustee Representatives as member of Ontario Public School Boards Association (OPSBA) be approved and sent to OPSBA.**

The motion was **CARRIED** on the following division of votes:

In favour (9) Trustees Archer, Beattie, Bingham, Danko, Deathe, Hicks, Johnstone, Pattison, and White.  
Opposed (1) Trustee Mulholland

#### **B) Ontario Public School Boards Association – Governance Review**

**RESOLUTION #17-52:** Trustee Johnstone, seconded by Trustee Deathe, moved: **That Ontario Public School Boards Association (OPSBA) – Governance Review be approved and sent to OPSBA.**

**CARRIED UNANIMOUSLY**

Student Trustees Dockree and Wong voted in favour

### **14. Oral Reports from Liaison Committees:**

#### **A. Student Trustees' Report**

Student Trustee Dockree shared that at the recent Secondary Senate meeting mental health was discussed and at the Elementary Senate PAR processes were discussed, including how the students like the amalgamation of schools, the location of the new schools whether it be a new location versus the old location, how they felt about having 6-8 schools and K-5 or K-8 schools. They spent some time on creative pieces and had the senate design the ideal school. Some of the feedback included large classrooms with a lot of windows, lots of green spaces, more inclusive classes, gender neutral washrooms in elementary schools and emphasis on different learning styles. March 29, 2017 is the next Student Senate meeting and all Trustee are welcome.

Student Trustee Wong had no updates from OSTA. The Student Trustee Information night for the upcoming Student Trustee election was a successful and applications are now being reviewed for the general election taking place on Wednesday, April 12, 2017.

#### **B. Director's Report**

The Director shared some highlights based on HWDSB's five priorities.

Positive Culture and Well-Being – On March 1, 2017 Leadership 1 & 2 was held with over 60 staff members where they presented the projects they have been focussing on in the Board. On March 8<sup>th</sup> and March 21<sup>st</sup> Equity training was also held for staff.

Student Learning and Achievement – the Director has now commenced visiting elementary schools with Superintendent Jamie Nunn (W. H. Ballard and Hillcrest) and Superintendent Laura Romano (C.B. Stirling and Pauline Johnson) with a focus on how the annual plan is being implemented - reading by grade 1, math and the implementation of positive culture and well-being.

Effective Communication – HWDSB recently received the communications audit and staff along with Corporate Communications will be looking at the report in its entirety and looking at some of the themes. At the May information meeting Trustees will receive an update.

School Renewal – It aligns with the Directors visit to Pauline Johnson last week that he refers to as Capital Plan in Action (CPA) where the community comes together and see the work being done e.g. additions, and updating of the gymnasiums.

Partnerships - On March 9, 2017 HWDSB held an event call the Big Crunch. This was a national event that included 900,000 Canadians who simultaneously crunched into an apple to promote healthy schools and healthy eating. The Director gave thanks to our partner Tastebuds who provide a large support to our nutrition program. The Director spoke of the Prom Project Fashion Show that took place on Saturday, March 25, 2017 hosted by C.F. Limeridge Mall and thanked all the student models from Sir Allan MacNab, Delta and Hillcrest who did a fantastic job. The Prom Project store will be open at Sir Allan MacNab on April 29, 2017 and at Delta on May 6, 2017.

The Director closed by welcoming our new E-Best Manager Brandy Doan who came to HWDSB from Halton Catholic District School Board.

### **C. Chair's Report**

The Chair did not have an update at this time and welcomed Brandy Doan, the new E-Best Manager, to the HWDSB family.

The meeting adjourned at 9:55 p.m.

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: April 10, 2017

From: Audit Committee

Date of Meeting: March 23, 2017

The committee held a meeting from 3:02 p.m. to 5:38 p.m. on March 23, 2017 at 20 Education Court, Hamilton, ON, in Meeting Room 301 with Trustee Van Geffen presiding.

Members present were: Trustees Jeff Beattie, Greg Van Geffen and Todd White. External member present was: Carol Calvazara.

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**MONITORING ITEMS:**

**A. Update from Business Services/School Board Sector Issues**

S. Zucker provided an update on staff changes in Business Services. The province's fiscal year end is March 31 and HWDSB will be preparing another set of audited financial statements to consolidate with the province. We have received funding from the Ministry of Education for the construction of 6 schools and all are in varying stages of approvals. M. Figueiredo reported that Executive Council is working on the development of the 2017-2018 budget as well as reviewing our strategic directions to ensure we are meeting our goals and targets.

Respectfully submitted,  
Greg Van Geffen, Chair of the Committee



**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: April 10, 2017

From: Finance and Facilities Committee

Date of Meeting: March 29, 2017

The committee held a meeting from 2:00 p.m. to 5:08 p.m. on March 29, 2017 at 20 Education Court, Hamilton, Ontario in Room 340D with Trustee Wes Hicks presiding.

Members present were: Trustees Jeff Beattie (electronically), Christine Bingham, Dawn Danko, Wes Hicks (Chair) and Greg Van Geffen.

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**ACTION ITEMS:****A. 2017-18 School Based Staffing**

Staffing for elementary and secondary teachers, school administration, educational assistants, early childhood educators and school custodians for 2017-18 represents a continuation of programs, adjustments for enrolment and school closure, and compliance with collective agreements and Ministry class size regulations.

On the motion of Greg Van Geffen the Finance and Facilities Committee **RECOMMENDS:** That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2017-18 school based staffing:

Elementary Teachers	2,155.30
Secondary Teachers	984.90
Early Childhood Educators	250.00
Educational Assistants	595.00
Principals/Vice Principals	159.00
School Office Administration	195.50
School Custodial	359.75

**CARRIED****MONITORING ITEMS:****B. HWDSB Foundation Update**

In April 2016, Trustees expressed interest in receiving a report from the HWDSB Foundation to learn more about their work and how they operate. Foundation Board Directors Wayne Joudrie and Sharon Stephanian attended the meeting and shared the report. The report focused on fundraising, allocations to students and schools, friendraising and the future direction of the HWDSB Foundation.

Respectfully submitted,  
Wes Hicks, Chair of the Committee

9-1  
**Committee Report**

Presented to: Board

Meeting Date: April 10, 2017

From: Special Education Advisory Committee (SEAC)

Meeting date: March 29, 2017

The committee held a meeting on Wednesday, March 29, 2017, from 7:08 p.m. to 9:02 p.m., at the Education Centre (Room 308) at 20 Education Court in Hamilton, ON with Judy Colantino presiding.

Members present were: Lita Barrie, Judy Colantino, Penny Deathe, Alex Johnstone, Andrea Lewis, Tania Kerr, Jenny McEwen-Hill, Catherine McFarland, Michele Moore, Susi Owen, Barbara Reeves, John Sanges, Lorraine Sayles, Tracy Sherriff, Lynn Banderbrug, John Whitwell, Dr. Janice Tomlinson

Regrets were received from Jeremy Abrahams, Mark Courtepatte, Christine Joseph-Davies, Kim Kurceba, Brent Monkley, Mary Orlik, Jennifer Robertson-Heath, Rina Rodak, Lisa Tyrrell

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**INFORMATION ITEMS:**

**A. Members' Update**

- A. Johnstone announced that budget priorities have been approved – highest ranking from public consultation in Special Education to low ranking for 21<sup>st</sup> Century Learning
- SHSM Programs will be expanded in September as per Ministry mandate, and will be offered at every level and pathway
- Student elections are in process. Total of six applications – vote will take place in April
- Accommodation reviews are ongoing – downtown is still continuing to meet, Ancaster is complete and ready for next step of the process

**B. Superintendent's Update**

- Letter received from the Ministry has indicated that a resource is now available for Chairs and Co-Chairs to connect – link has been sent to SEAC members
- Intake meetings have been taking place for kids with special needs who are entering school for the first time – as of March, 151 students are entering the Kindergarten program
- On Saturday, April 1st, HWDSB will be hosting the Family Carnival for World Autism Awareness Day – the event is free to the public
- Mountain School students are making a smooth transition with some attending secondary, others attending Mohawk College, and some have employment opportunities
- On April 6th, guests from Puma, India will be visiting with Hospital for Sick Kids staff to see how we administer the Empower Program
- EA staffing is underway – process will be wrapped up by late June
- Members are asked to send ideas to J. Colantino regarding parent driven initiatives using the PRO grant money
- J. Tomlinson will connect with HWDCSB to arrange a joint SEAC meeting for this year possibly in April or May

Respectfully submitted,  
Judy Colantino, SEAC Chair

## Committee Report

Presented to: Board

Meeting date: April 10, 2017

From: French as a Second Language  
Community Advisory Committee

Meeting date: March 29, 2017

The committee held a meeting on Wednesday, March 29, 2017 at the Education Centre, 20 Education Court, Hamilton, Ontario L9A 0B9 from 7:00 to 8:09 p.m.

Members present were: Heather Hillen, Lisa Urban, Candace Burgess, Michael Cain, Jordan Egan, Elzbieta Grodek, Catherine Roberts, Joanne Thompson.

Regrets received from: Denise Massie, Trustees Dawn Danko and Todd White.

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### INFORMATION:

#### A. French Immersion Booklet

The Committee suggested revisions to the French Immersion booklet to update the FASL membership section to reflect Advisory Committee Terms of Reference and current FASL Committee Membership.

#### B. Pupil Accommodation Reviews

Staff provided updates about the progress and next steps of the Ancaster and West Hamilton City PAR's, especially as related to French Immersion programs.

#### C. Elementary and Secondary French Immersion Programs

Staff are asked consider the following recommendations from the committee when introducing new FI programs to schools:

- 1) If a new elementary French Immersion program is opened:
  - a. New programs must be adequately resourced without depleting existing programs
  - b. Transitions are smooth and there is minimum disruption to students and families
  - c. Existing students are "grandparented" and can stay in their original program
- 2) Secondary French Immersion:
  - a. Pathways to secondary school French Immersion are clearly communicated to parents
  - b. There is an annual review of secondary FI enrollment projections.

The above recommendations were presented and agreed upon unanimously by FASL Committee members. Staff will review the recommendations and will endeavour to ensure minimal disruption to students when moving students to viable programs, however, staff cannot guarantee that every student will always be "grandparented".

#### D. Reports

The Committee received the FSL Program Update.

Respectfully submitted,  
Heather Hillen and Lisa Urban, Co-Chairs of the Committee



## EXECUTIVE REPORT TO BOARD

**TO: BOARD**

**FROM: Manny Figueiredo, Director of Education**

**DATE: April 10, 2017**

**PREPARED BY: Heather Miller, Officer of Trustee Services**

**RE: Faith Community Advisory Committee Membership**

Action X

Monitoring

**Recommended Action:**

That the membership for the Faith Community Advisory Committee be approved.

**Background:**

On November 21, 2016, Trustees approved the following motion - RESOLUTION #16-196: That the Board establish a new Faith Community Advisory Committee.

**Composition**

Following the approval of the Trustee motion, staff began the process of data gathering to inform recruitment. Information was gathered from representatives of the former IFAC, through face to face and email, related to the work of the previous IFAC and considerations for the new Faith Community Advisory Committee.

Staff also considered faith representation within the community. HWDSB does not have a system to track faith data. As a result we utilized data from the 2011 National Household Survey. We looked at the faiths of both the overall population and the population of children under age 15. As a secular system we do not give primacy to any one faith so faiths were not weighted based upon population representation. Our goal is to maximize inclusivity and represent the faiths of students in our schools. The greater the diversity, the more informed our work will be.

This resulted in the identification of ten faiths for membership on the Faith Community Advisory Committee. This number allows for us to maximize the diversity of perspectives at the table. Staff believe it is important for us to endeavour to maximize voices heard.

Specifically, one parent/guardian/caregiver/community leader with a strong affiliation to HWDSB schools **and** a strong affiliation to one of the following faiths and/or spiritual traditions (10 people):

Bahá'í	Hindu/Jain
Buddhist	Jewish
Eastern Orthodox	Muslim
Evangelical	Protestant (Mainline)
Indigenous Spirituality	Sikh

Representation was sought across all Families of Schools to support balanced representation.

Membership also includes representation from the Interfaith Peace Group which allows us to further enhance our inclusionary approach as they are an organization representing multiple faiths with a focus on peace.

Membership includes two student leaders who can bring the voice of students into the discussions. As an education system, we believe strongly in the voice of our students. We have many students who are strong self advocates and who can bring the lens of faith and being a student to the table.

### **Recruitment**

Opportunities to apply to become a member of the Faith Community Advisory Committee were accepted from March 6<sup>th</sup> to March 21<sup>st</sup>. Thirty-two applications were received. Communication of the opportunity included:

- Communication to all school administrators
- Information posted on HWDSB website and all schools
- Email to former IFAC members
- Email to faith organizations/groups listed with Inform Hamilton (approximately 300 contacts)
- Email to Parent Involvement Committee and Home and School Associations

A letter was sent to the Hamilton Interfaith Peace Group seeking a representative. Two student representatives were identified by Student Senate.

### **Membership Selection**

A committee of staff met to review the applications and selection was made based upon the following criteria:

- Met basic criteria
  - o Parent/guardian/caregiver or community member with a school affiliation
  - o Identified faith/spiritual affiliation
  - o All sections are complete
  - o “yes” answered to four competency areas identified by the Canadian Multifaith Federation (CMF)
- Ward Representation
- Strength of involvement in faith
- Strength of involvement in HWDSB schools
- Strength of explanations to the CMF competencies
- Knowledgeable about religious accommodation and related rights and responsibilities

### 11A-3

- Knowledgeable about your own faith and/or spiritual tradition and respectful of multifaith identities and communities
- Competent with interfaith dialogue and multifaith support
- Knowledgeable about cultural diversity within faith communities

## Appendix A: Faith Community Advisory Committee

<b>Faith Organization</b>	<b>Representative</b>	<b>Term (1 or 2 year incl. expiry date)*</b>
Bahá'í	Hayat Rushdy-Hanna	2 year
Buddhist	Sadhna Jayatunge	2 year
Eastern Orthodox	Father Korz	2 year
Evangelical	Joshua Mutter	2 year
Indigenous Spirituality	John Huculiak	2 year
Hindu/Jain	Mahendra Deonarain	2 year
Jewish	Madeleine Levy	2 year
Muslim	Fatmeh Abdulrazaq	2 year
Protestant (Mainline)	Bob Sim	2 year
Sikh	Sukhdeep Dhillon	2 year
Hamilton Interfaith Peace Group	Anne Pearson	2 years
Student Rep – Orchard Park	Emily Wilson	1 year
Student Rep – Westdale	Hanif Karim	1 year

\* Terms are flexible between a 1 and 2 year commitment based upon the availability of the representative.



## EXECUTIVE REPORT TO REGULAR BOARD

**TO:** Board

**FROM:** Manny Figueiredo – Director of Education

**DATE:** April 10, 2017

**PREPARED BY:** David Anderson, Senior Facilities Officer – Facilities Management  
Ellen Warling, Manager of Planning, Accommodation & Rentals

**RE:** Pupil Accommodation Review – Ancaster – Final Report (*Interim Staff Report, as per Accommodation Review Timelines*)

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Action  Monitoring

### Recommended Action:

Trustees receive the Ancaster Accommodation Review Interim Report and defer a final proposal to the Ministry of Education to at least 10 calendar days after the public delegations as per the Board's Pupil Accommodation Policy and Ministry of Education guidelines.

### Background:

On Monday May 30, 2016, Trustees approved the May 19, 2016, Finance and Facilities Committee report which advised staff to proceed with preparation for potential pupil accommodation reviews in 2016-17 for the following two areas: Ancaster and West Hamilton City (RESOLUTION #16-81).

On Monday November 14, 2016 Trustees approved the Ancaster – Pupil Accommodation Review – Initial Report (RESOLUTION #16-184) which initiated the accommodation review process for the following schools: Ancaster Senior, CH Bray, Fessenden, Queen's Rangers and Rousseau.

The mandate of the accommodation review Advisory Committee is to act in an advisory role that will provide comments and feedback on accommodation option(s) for the Board of Trustees' consideration. The Ancaster Advisory Committee comprised of parents, teachers and non-teaching staff began its work on November 29, 2016. Over the course of an orientation meeting, six working group meetings, two public meetings, school tours and community input the Advisory Committee formed a report containing key feedback for Trustee consideration and three accommodation options created by the Advisory Committee.



**Staff Observations:**

The Pupil Accommodation Review Policy was approved at the November 23, 2015 Board meeting. HWDSB Pupil Accommodation Review Policy requires staff to provide a complete a report which captures the accommodation review process, staff recommendations, and consultations and feedback to the Board of Trustees for their review and decision.

As per Ministry of Education *Pupil Accommodation Review Guideline*, the *Report* “must include a Community Consultation section that contains feedback from the Advisory Committee and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.”

**Pupil Accommodation Review Directive Timelines:**

Action	Timeline	Date
Delivery of Interim Final Report to Board of Trustees	Earliest available Board meeting, but not before 10 business days after the final public meeting.	April 10, 2017
Public Delegations	Not before 10 business days after the final report is presented at Board meeting.	May 8, 2017
Trustee decision on final proposal to Ministry of Education	Not before 10 business days after the public delegations.	June 5, 2017

Hamilton-Wentworth District School Board

# Accommodation Review: Final Staff Report

*(Interim Staff Report, as per Accommodation  
Review Timelines)*

Ancaster

4-10-2017

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## 1. Executive Summary

At the November 14, 2016 Board meeting, Trustees approved a recommendation to initiate the Ancaster Accommodation Review which included Ancaster Senior, CH Bray, Fessenden, Queen's Rangers and Rousseau elementary schools. The mandate of the accommodation review advisory committee is to act in an advisory role that will provide comments and feedback on accommodation option(s) for the Board of Trustees' consideration. The Ancaster advisory committee comprised of parents and teaching staff began its work on November 29, 2016.

The following report outlines the community consultation portion of the Ancaster Accommodation Review. All information associated with the accommodation review including minutes, presentations, data, correspondence and feedback can be view on HWDSB's website:

<http://www.hwdsb.on.ca/reviews/ancaster/agendas-and-meetings/>

### **Correspondence**

All new correspondence received from the [reviews@hwdsb.on.ca](mailto:reviews@hwdsb.on.ca) email will be posted online for viewing here: <http://www.hwdsb.on.ca/reviews/ancaster/correspondence/>

## 2. Community Consultation

Community consultation is an important component of an accommodation review. There were two channels of consultation conducted for the Ancaster Accommodation Review which included working group meetings and public meetings.

Following the initiation of an accommodation review, an advisory committee was formed to act as conduit for information between the community and school board. The advisory committee, over six working group meetings, was tasked with discussing, analyzing and commenting on the initial report and accommodation options. The group worked diligently to better understand the initial report including the work completed prior to an accommodation review, background data and rationale behind the recommended and alternative options. Throughout the working group meetings, the advisory committee members expressed concerns, ideas, options and recommendations for Trustee consideration that will be reviewed in section 3.

Public meetings were held to allow for an opportunity for parents, community members and stakeholders to acquire more information regarding the accommodation review process, ask questions and express their ideas/concerns. Public meetings were advertised in local newspapers, Board website, through automated phone calls and letters home with students. Section 4 is an overview of both public meetings and highlights the key themes.

## 2.1. Timelines

The following table outlines the Ancaster Pupil Accommodation Review timelines of the community consultation portion of the accommodation review process. Complete summaries of the meetings can be found on [HWDSB's accommodation review website](#).

Meeting	Date	Summary
Orientation Session	November 29, 2016	<ul style="list-style-type: none"> <li>Reviewed purpose of accommodation reviews</li> <li>Reviewed accommodation review policy</li> <li>Reviewed key documents</li> <li>Overview of roles &amp; responsibilities of advisory committee and staff</li> <li>Review of timelines and meetings</li> </ul>
Working Group Meeting #1	December 8, 2016	<ul style="list-style-type: none"> <li>Reviewed the accommodation review binder and all background data</li> <li>Reviewed initial option</li> </ul>
Public Meeting #1	January 12, 2017	<ul style="list-style-type: none"> <li>Reviewed advisory committee orientation session</li> <li>Public reviewed the initial and alternative options with opportunity to provide feedback through facilitated small group feedback</li> <li>Top concerns were voiced by each table.</li> </ul>
Working Group Meeting #2	January 18, 2017	<ul style="list-style-type: none"> <li>Open dialogue provided an opportunity for members to share thoughts, express concerns and discuss public meeting and the feedback from the public.</li> <li>Members reviewed the initial and alternative options and provided pros and cons.</li> </ul>
Working Group Meeting #3	February 2, 2017	<ul style="list-style-type: none"> <li>Reviewed data request from previous working group meetings</li> <li>Reviewed Public Meeting #1 and identifying key emerging issues</li> <li>Committee narrowed focus on a set of general guiding principles created from public meeting feedback.</li> </ul>
Working Group Meeting #4	February 15, 2017	<ul style="list-style-type: none"> <li>Broke into groups and to brain storm and create accommodation strategies for the Ancaster planning area.</li> <li>Two options were discussed with the group.</li> </ul>
Tiffany Hills School Tour	February 21, 2017	<ul style="list-style-type: none"> <li>Tour of Tiffany Hills school – understand new school construction</li> </ul>
Working Group Meeting #5	March 2, 2017	<ul style="list-style-type: none"> <li>Reviewed two options created in previous working group meeting</li> <li>Discussed an additional option to present to the public in public meeting #2.</li> <li>Discussed the potential agenda and structure of public meeting #2</li> </ul>
Public Meeting #2	March 9, 2017	<ul style="list-style-type: none"> <li>Reviewed accommodation review progress</li> <li>Described next steps in accommodation review process</li> <li>Facilitated feedback on advisory committee created options.</li> <li>Question and answer period</li> </ul>
Working Group Meeting #6	March 21, 2017	<ul style="list-style-type: none"> <li>Consensus on key concerns for Trustees consideration</li> <li>Consensus on presenting the 3 advisory committee options to trustees in the interim report</li> <li>Adjusted option #2 and improved all option rationale</li> </ul>

Table 1: Meeting Descriptions and Timelines

### 3. Advisory Committee

The purpose of an advisory committee is to act as a conduit for information between the community and the school board. The Ancaster advisory committee consisted of five parent representatives, five school staff representatives and one community representative. Principals and HWDSB staff acted as resources to the advisory committee.

At working group meeting #2 on January 18, 2017 the advisory committee completed an activity to give feedback on the initial and alternative options that were presented in the Initial Report. The following outlines the feedback on the two options. For a complete listing of feeding back please see [Working Group Meeting #2 Minutes](#).

#### **Feedback on Initial Option**

*Option Summary:* Rebuild CH Bray as a 564-pupil place JK-8 school. Addition to Rousseau to create a 495-pupil place JK-8 dual track school. Addition to Ancaster Senior to create a 465-pupil place JK-8 dual track school. Closure of Fessenden and Queen's Rangers upon the completion of new school and additions. Feedback listed in following charts is in no specific order.

Initial Option	
Pros	Cons
<ul style="list-style-type: none"> <li>• Balance of enrolment and utilization</li> <li>• 2 sites to accommodate French Immersion</li> <li>• Removes portables from schools</li> <li>• New facilities create improved learning conditions</li> <li>• More opportunities at larger schools</li> <li>• Taking advantage of Ministry of Education funding opportunity</li> <li>• JK-8 model</li> </ul>	<ul style="list-style-type: none"> <li>• Does not take all communities into consideration</li> <li>• Increases transportation</li> <li>• Creates larger schools and more traffic congestion</li> <li>• Loss of rural school</li> <li>• Loss of small community schools</li> <li>• Loss of school properties and green space</li> <li>• Concerns with renovations over new buildings</li> </ul>

#### **Feedback on Alternative Option #1**

*Option Summary:* All schools remain open. Boundary change for all schools to balance students in existing schools. Fessenden moves from JK-6 to JK-5 and only grade 6 students from Fessenden are accommodated at Ancaster Senior. CH Bray, Queen's Rangers and Rousseau remain JK-6.

Alternative Option #1	
Pros	Cons
<ul style="list-style-type: none"> <li>• Preserves schools in all communities</li> <li>• Overall the least expensive</li> <li>• No additional transportation issues</li> <li>• Specialty programs still available at Ancaster Senior (art, music, fitness)</li> <li>• No change for community</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address needs at all schools</li> <li>• Schools still in poor condition</li> <li>• Schools remain over and under capacity</li> <li>• Does not allow for access to Ministry of Education School Consolidated Capital funding</li> <li>• Learning environments are not improved</li> </ul>

## **Key Feedback for Trustee Consideration**

The advisory committee made it clear that this Accommodation Review is an opportunity of utmost importance to shape the future of five school communities. The following key feedback identifies the most prevalent themes that were discussed throughout the process.

### **Preserve Ancaster's Small and Intimate Community Schools**

The advisory committee identified that the unique small and intimate community schools have served Ancaster well for over 50 years. The small schools and tight knit school communities are two of the many reasons people choose to live in the Ancaster village and rural areas surrounding Ancaster. Recognizing public feedback, the advisory committee stressed how the small and intimate schools are a vital part of their community and they do not want to lose their sense of community.

### **Maintaining Community Green Space (Disposition of property)**

One of the most prominent concerns was the loss of green space if schools were to close. School properties play an important role in Ancaster and the rural communities. School properties function as open green spaces, parks, and opportunities for recreation and activity. Green spaces have environmental benefits for the surrounding community. The open spaces add character to the communities and the natural space is a key factor in why many people choose to live in these neighbourhoods. All HWDSB properties should remain in the Ancaster area due to the vital role they play in community's day to day life.

### **School Condition and Funding Opportunity**

The advisory committee made it clear that new school facilities for each community is preferred over renovations of existing facilities. New facilities are a sustainable long-term solution for the community and it provides the best possible learning environments for current students and future generations. Additions will not fully address the benchmark, accessibility and overall condition issues that affect the schools under review.

The advisory committee recognized the window of opportunity for funding and the current condition of schools. The School Consolidation Capital program is a Ministry of Education initiative which supports projects that results in a reduction of excess capacity, long term operation/renewal costs and improved learning environments. The program, announced in 2014-2015 is a \$750 million funding strategy available over a 4-year period to all school boards across Ontario.

### **Traffic and Student Safety**

Throughout the accommodation review process a key concern of both the advisory committee and public has been the safety of students due to traffic congestion around schools during drop off and pick up. The advisory committee has suggested that traffic and parking issues need to be considered for any new or renovated school. The advisory committee and public feel that many of the school sites do not have enough parking for parents during drop off and pick up times nor sufficient space for bus pickup and drop off.

Through discussions, data requests, analysis and consideration of public concerns the committee created three options for Trustee consideration. The options discussed by the advisory committee are listed below and are not in order of preference.

### 3.1 Advisory Committee Option #1

Rebuild CH Bray, addition to Rousseau and Ancaster Senior. Repurpose two classrooms at Queen's Rangers for system wide outdoor education program. Open new FI site at Rousseau. Closure of Fessenden upon the completion of new school and additions. Please see the capital investment below for more detail on proposed new school, additions and renovations.

- **Ancaster Senior: Addition to create JK-8 Eng/FI school**
  - Fessenden English students directed to Ancaster Senior (82% of students)
  - Ancaster Senior English students remain at Ancaster Senior (29% of students)
  - Fessenden FI students directed to Ancaster Senior (65% of students)
  - Ancaster Senior FI students remain at Ancaster Senior (64% of students)
  
- **CH Bray: New Construction to create 495 pupil place JK-8 school on CH Bray Site**
  - CH Bray students directed to new school on CH Bray site (100% of students)
  - Fessenden English students directed to new school on CH Bray site (18% of students)
  - Ancaster Senior English students directed to school on CH Bray Site (37% of students)
  
- **Queen's Rangers: Repurpose two classrooms to create system wide Outdoor Education Program**
  - Queen's Rangers students remain at Queen's Ranger (100% of students)
  - Ancaster Senior English students directed to Queen's Rangers (12% of students)
  
- **Rousseau: Addition to create 395 pupil place JK-8 Eng/FI school**
  - Rousseau students remain at Rousseau school (100% of students)
  - Ancaster Senior English students directed to Rousseau (23% of students)
  - Fessenden FI students directed to Rousseau (35% of students)
  - Ancaster Senior FI students directed to Rousseau (36% of students)

#### **Ancaster Senior/Rousseau Grade 7/8 Boundary**

Proposal includes an open boundary between Ancaster Senior and Rousseau for grades 7 & 8. This is to address several committee and community concerns such as: reducing population at Rousseau, taking advantage of space at Ancaster Senior and it makes better use of existing infrastructure at Ancaster Senior (science lab, art, music room)

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



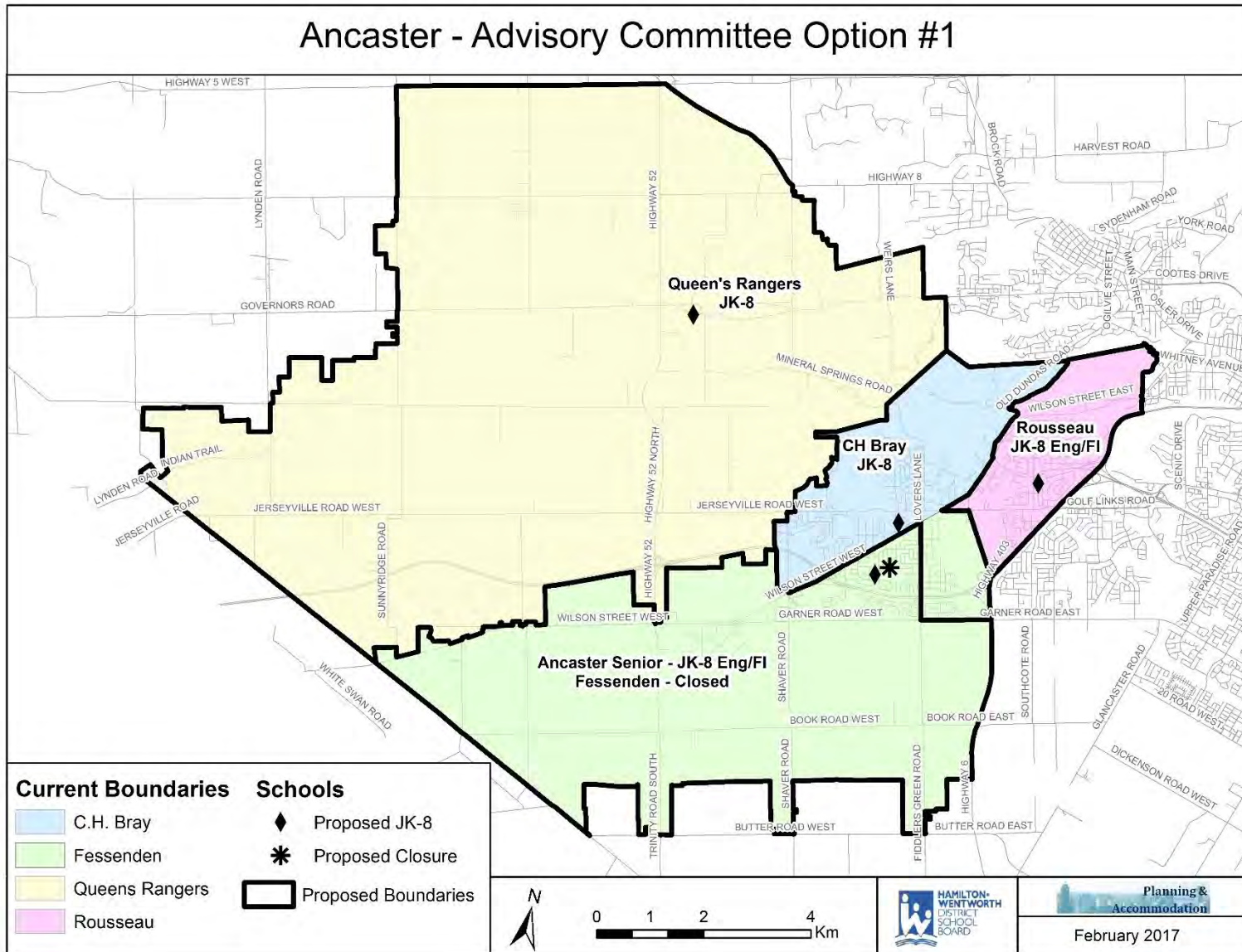


Figure 1: Advisory Committee Option #1 Map

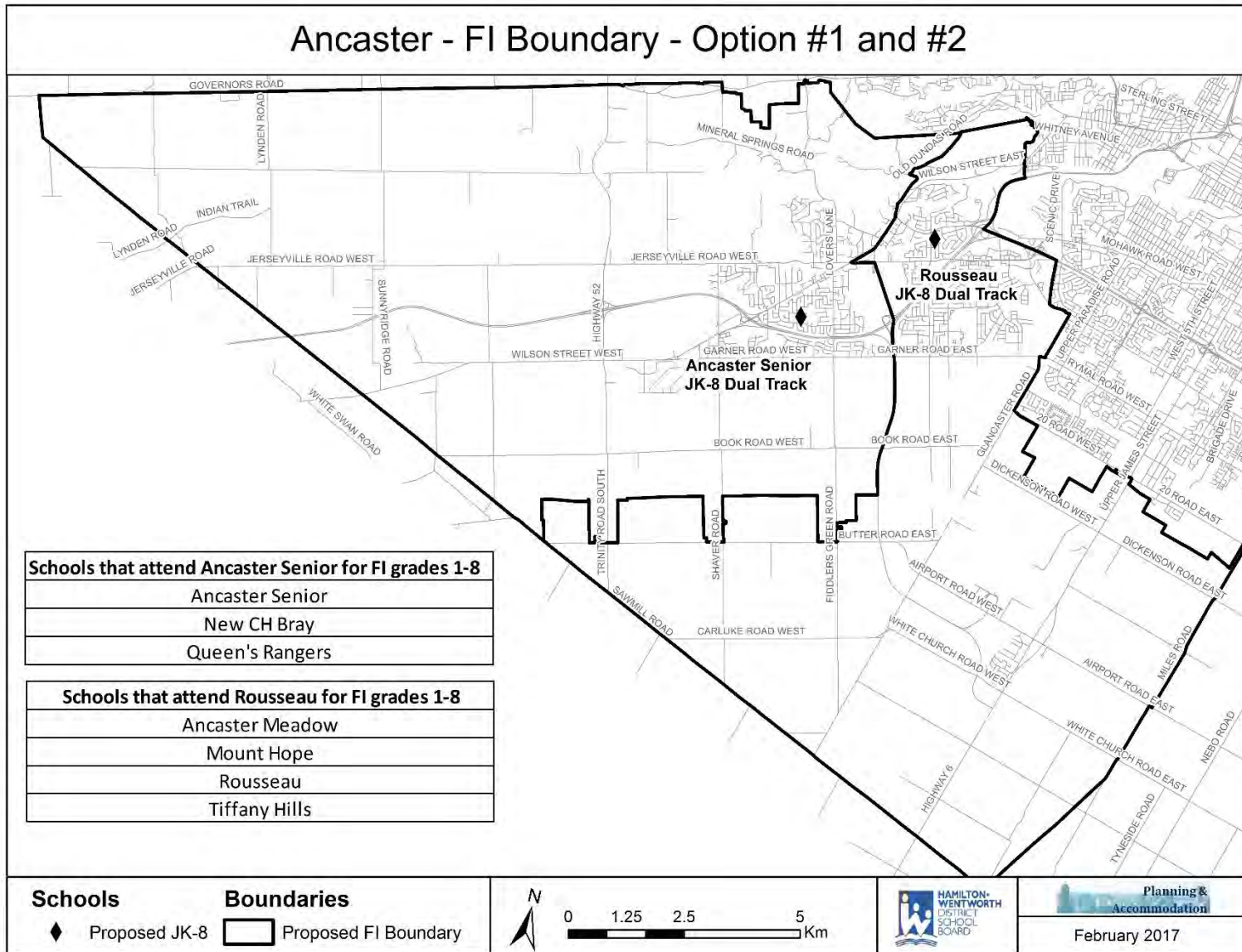


Figure 2: Advisory Committee Option #1 FI Map

### Projected Enrolment

See Table 3 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.

Option #1	Current OTG	Proposed OTG	Program	Current	2020	2021	2022	2023	2024	2025	2026
Ancaster Senior	387	488	Eng (JK-8)	293	260	255	260	259	258	257	259
			FI (1-8)	42	234	233	238	240	234	236	236
			Total	335	494	488	498	499	492	492	495
			Utilization	87%	101%	100%	102%	102%	101%	101%	101%
CH Bray	199	495	Eng (JK-8)	312	450	437	444	445	448	444	444
			FI	0	0	0	0	0	0	0	0
			Total	312	450	437	444	445	448	444	444
			Utilization	157%	91%	88%	90%	90%	91%	90%	90%
Fessenden	383	Closed	Eng	265	0	0	0	0	0	0	0
			FI	256	0	0	0	0	0	0	0
			Total	521	0	0	0	0	0	0	0
			Utilization	136%	0%	0%	0%	0%	0%	0%	0%
Queen's Rangers	222	176	Eng (JK-8)	128	144	147	140	135	135	138	138
			FI	0	0	0	0	0	0	0	0
			Total	128	144	147	140	135	135	138	138
			Utilization	58%	82%	83%	80%	77%	77%	79%	79%
Rousseau	291	395	Eng (JK-8)	258	271	266	268	262	265	262	264
			FI (1-8)	0	138	135	145	146	139	141	141
			Total	258	409	401	413	408	405	403	405
			Utilization	89%	103%	102%	105%	103%	102%	102%	103%
Total	1482	1554	Eng	1256	1125	1105	1112	1101	1106	1101	1104
			FI	298	372	368	383	386	373	376	378
			Total	1554	1498	1474	1496	1488	1488	1478	1483
			Utilization	105%	96%	95%	96%	96%	95%	95%	95%

Table 3: Advisory Committee Option #1 Enrolment Projection

### Capital Investment

The capital investment required for Option #1 is shown in Table 4 below. Option #1 proposes new 495 pupil place JK-8 school on the C.H. Bray site, costs include demolition and site preparation. Ancaster Senior proposed renovations include three FDK classroom addition and increased resource space for students. The addition costs are represented under benchmark in the table below. Proposed renovation at Queen's Rangers include accessibility, benchmark and renewal as stated in feasibility report. In this scenario, Queen's Rangers would not require any additional classrooms, as stated in the feasibility report, and therefore this cost was removed from this analysis. Proposed renovations to Rousseau

include a five-classroom addition, reconfigure staff/office space, conversion of existing gym to library and addition of new gym space as described in the feasibility report.

To address items in this scenario, it is estimated to cost \$24.9 million. The funding available to address these costs would be from four potential sources: School Renewal Grant (SRG), School Condition Improvement (SCI), Capital Priority grants and School Consolidation Capital (SCC) grants. All additions and new school construction due to school consolidation would be eligible for proposal submissions under the Capital Priority or School Consolidation Capital grants. Accessibility, benchmark and renewal would be funded through SRG and SCI. For a complete breakdown of accessibility, benchmark and renewal please see appendix-C from the Initial Report: [Feasibility Study](#).

Advisory Committee Option #1	Ancaster Senior	CH Bray	Queen's Rangers	Rousseau	Cost
Accessibility Costs	\$161,156	\$0	\$194,063	\$58,219	\$413,438
Benchmark Costs	\$2,160,000	\$0	\$1,266,891	\$5,049,844	\$8,476,735
High and Urgent Renewal Costs	\$1,431,513	\$0	\$990,505	\$1,392,049	\$3,814,067
New School Construction\Site Prep	-	\$12,295,122	\$0	\$0	\$12,295,122
<b>Total</b>	<b>\$3,752,669</b>	<b>\$12,295,122</b>	<b>\$2,451,459</b>	<b>\$6,500,112</b>	<b>\$24,999,362</b>

Table 4: Option #1 Capital Investment

### **Option 1 Rationale**

- All school communities retain a school
- Removes portables from CH Bray and Fessenden
- Replacement of CH Bray facility which is in poor condition
- Renovations to schools in poor condition
- JK-8 model for all schools
- Two schools near 500 OTG
- Two dual track FI schools
- Maintains green space in all areas of community
- Maximizing green space at all school sites (ASPS/Fessenden)
- The open boundary between Ancaster Senior and Rousseau:
  - Allows for larger enrolment at Ancaster Senior
  - Hallways at Ancaster Senior better suited to larger enrolment
  - More space at Ancaster Senior in terms of facility and property
  - Reducing the proposed enrolment at Rousseau may mitigate traffic and congestion
  - Makes better use of existing purpose built infrastructure at Ancaster Senior such as the music, science and art rooms.
- Queen's Rangers with an outdoor education centre would:
  - Help meet goal of community oriented schools
  - Created new program opportunity
  - Take advantage of school's rural location
  - Engage local community
  - Create access to potential programming grants for outdoor education

### 3.2 Advisory Committee Option #2

Rebuild Ancaster Senior and Rousseau as JK-8 schools. New JK-8 elementary school on Ancaster High school site. Closure of CH Bray, Queen's Rangers and Fessenden. Option #2 was edited after public meeting #2 to incorporate the possibility of an addition to Ancaster Senior rather than a new build. Both a new build and addition are included in this option. See the capital investment section below for more detail on proposed three new schools and addition.

- **Ancaster Senior/Fessenden Site: New construction or addition to Ancaster Senior facility to create a 518 pupil place JK-8 Eng/FI school**
  - 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 (65% of students)
  - Ancaster Senior FI students remain at Ancaster Senior (64% of students)
  
- **Ancaster High Site: New construction to create 541 pupil place JK-8 school (Committee requests that Taylor Rd. is not used as access to new elementary School)**
  - CH Bray students directed to new school on Ancaster High site (100% of students)
  - Queen's Rangers students directed to new school on Ancaster High site (100% of students)
  - Ancaster Senior English students directed to new school on Ancaster High site (41% of student)
  
- **Rousseau: New construction to create 423 pupil place JK-8 Eng/FI school**
  - Rousseau students remain at Rousseau (100% of students)
  - Ancaster Senior English students directed to Rousseau (22% of students)
  - Fessenden FI students directed to Rousseau (35% of students)
  - Ancaster Senior FI students directed to Rousseau (36% of students)

Proposed boundary review after the accommodation review for Queen's Rangers and surrounding school communities.

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



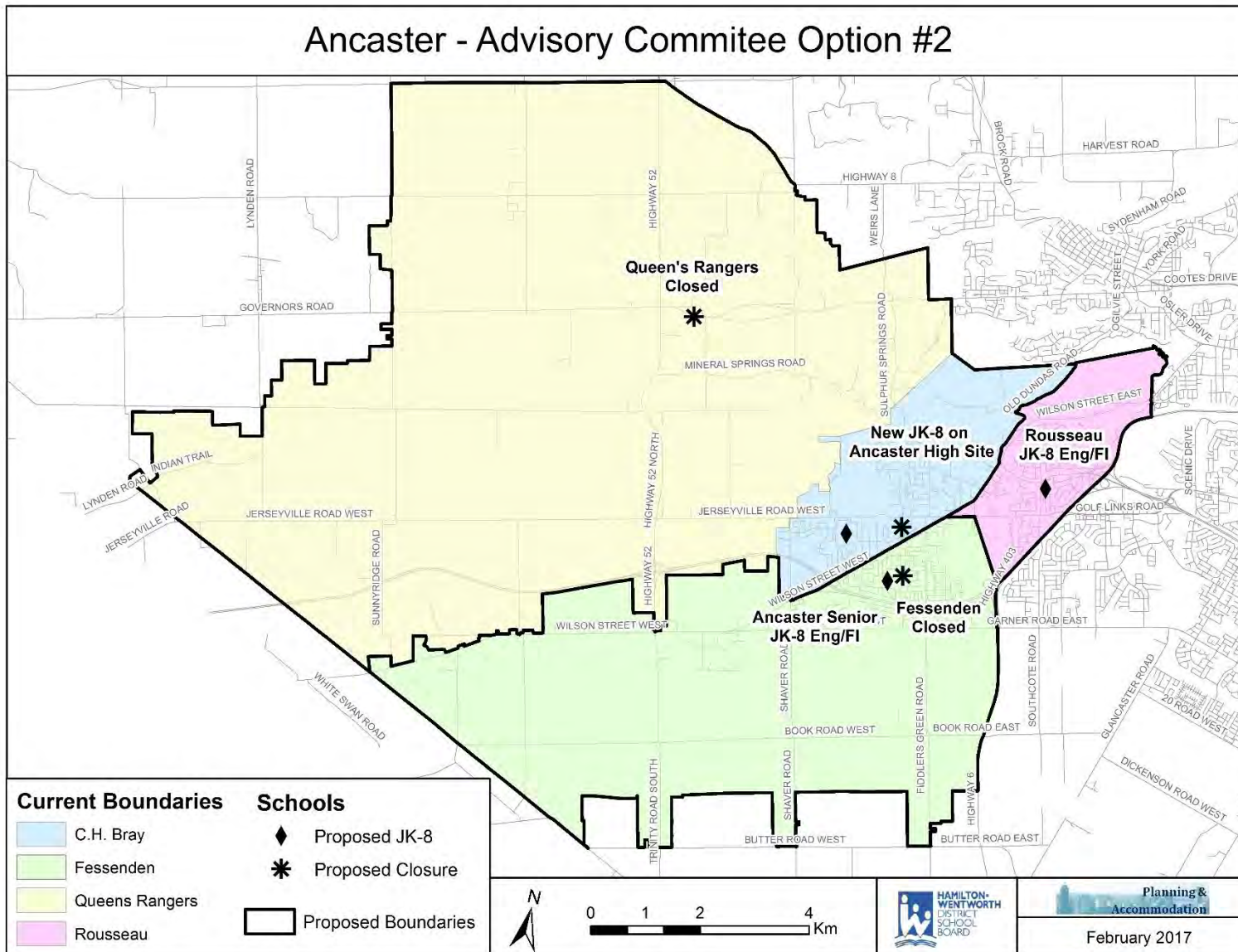


Figure 3: Advisory Committee Option #2 Map

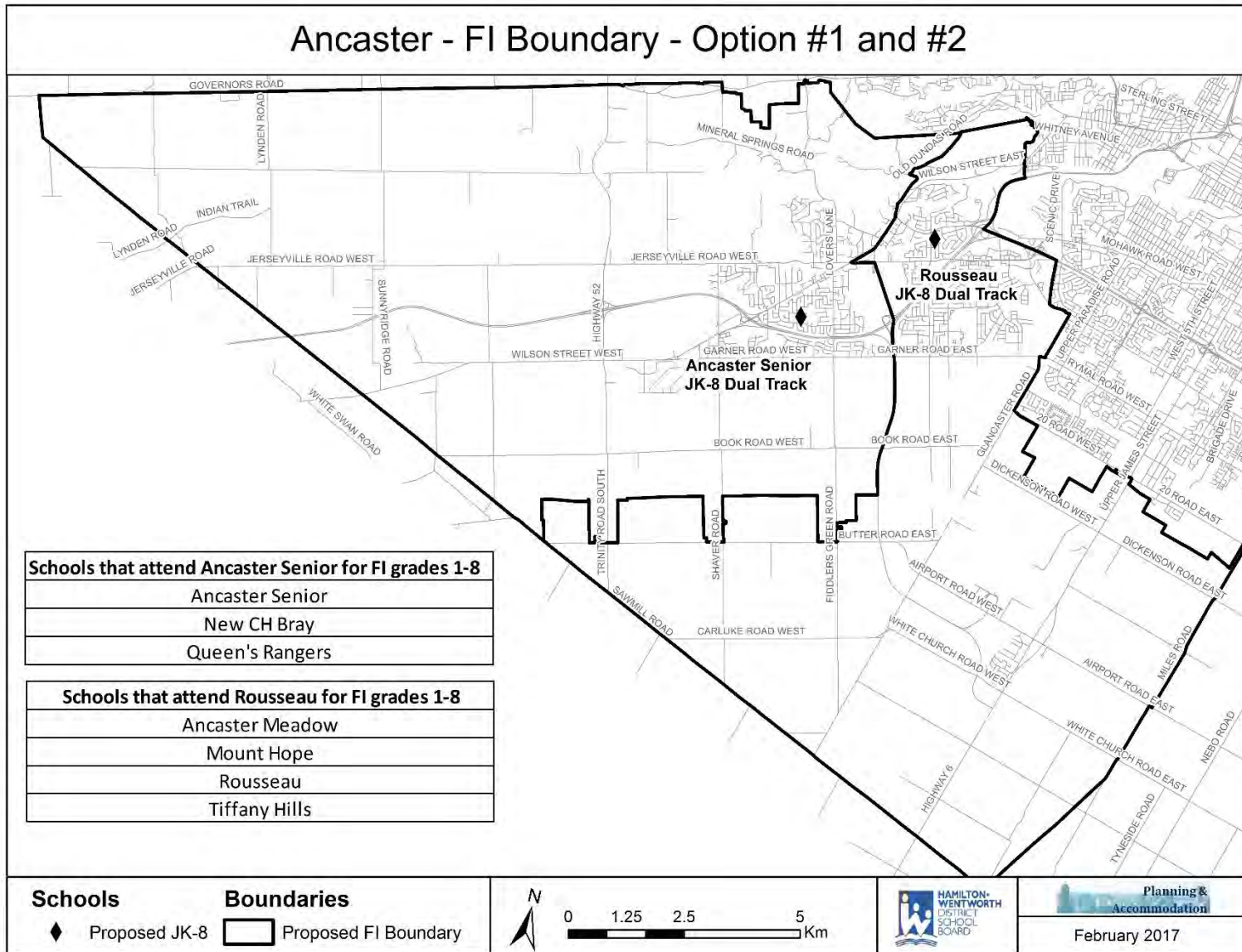


Figure 4: Advisory Committee Option #2 FI Map

**Projected Enrolment**

See Table 5 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.

Option #2	Current OTG	Proposed OTG	Program	Current	2020	2021	2022	2023	2024	2025	2026
JK-8 School on Ancaster High	-	541	Eng (JK-8)	-	543	535	534	531	534	532	532
			FI	-	0	0	0	0	0	0	0
			Total	-	543	535	534	531	534	532	532
			Utilization	-	100%	99%	99%	98%	99%	98%	98%
Ancaster Senior	387	518	Eng (JK-8)	293	284	275	283	282	281	283	283
			FI (1-8)	42	248	246	255	257	249	251	252
			Total	335	532	521	538	540	530	534	535
			Utilization	87%	103%	101%	104%	104%	102%	103%	103%
CH Bray	199	Closed	Eng (JK-8)	312	0	0	0	0	0	0	0
			FI	0	0	0	0	0	0	0	0
			Total	312	0	0	0	0	0	0	0
			Utilization	157%	0%	0%	0%	0%	0%	0%	0%
Fessenden	383	Closed	Eng	265	0	0	0	0	0	0	0
			FI	256	0	0	0	0	0	0	0
			Total	521	0	0	0	0	0	0	0
			Utilization	136%	0%	0%	0%	0%	0%	0%	0%
Queen's Rangers	222	Closed	Eng	128	0	0	0	0	0	0	0
			FI	0	0	0	0	0	0	0	0
			Total	128	0	0	0	0	0	0	0
			Utilization	58%	0%	0%	0%	0%	0%	0%	0%
Rousseau	291	423	Eng (JK-8)	258	298	295	296	289	293	287	290
			FI (1-8)	0	124	123	128	129	124	125	126
			Total	258	422	418	424	418	417	412	416
			Utilization	89%	100%	99%	100%	99%	99%	97%	98%
Total	1482	1482	Eng	1256	1126	1106	1113	1102	1107	1102	1105
			FI	298	372	368	383	386	373	376	378
			Total	1554	1498	1474	1496	1488	1488	1478	1483
			Utilization	105%	101%	99%	101%	100%	100%	100%	100%

Table 5: Advisory Committee Option #2 Enrolment Projection



### **Capital Investment**

The capital investment required for option #2 is shown in Table 6 below. Option #2 proposes a new 541 pupil place JK-8 school on the Ancaster High site and 423 pupil place JK-8 school on the Rousseau site. The option depicts two possible scenarios for the Ancaster Senior/Fessenden site. The first scenario proposes a new build to create a 518 pupil place JK-8 elementary school. The second proposes an addition of three FDK classrooms and addressing benchmark, accessibility and renewal needs. The tables below depict the demolition, site prep and construction costs for the proposed new schools. For a complete breakdown of accessibility, benchmark and renewal please see appendix-C from the Initial Report: [Feasibility Study](#).

To address items in this scenario, it is estimated to cost \$37.4 million for three new schools. The funding available to address these costs would be through SCC and capital priority grants. The costs if Ancaster Senior receives renovations and an addition are \$25 million. The funding available to address these costs would be through SRG, SCI, SCC, capital priority grants.

<b>Advisory Committee Option #2 with <u>Ancaster Senior Rebuild</u></b>	<b>Ancaster Senior</b>	<b>JK-8 School on Ancaster High Site</b>	<b>Rousseau</b>	<b>Cost</b>
<b>New School Construction\Site Prep</b>	\$15,218,211	\$11,340,257	\$10,848,729	\$37,407,197
<b>Total</b>	<b>\$15,218,211</b>	<b>\$11,340,257</b>	<b>\$10,848,729</b>	<b>\$37,407,197</b>

<b>Advisory Committee Option #2 with <u>Ancaster Senior Addition</u></b>	<b>Ancaster Senior</b>	<b>JK-8 School on Ancaster High Site</b>	<b>Rousseau</b>	<b>Cost</b>
<b>Accessibility Costs</b>	\$161,156	\$0	\$0	\$161,156
<b>Benchmark Costs</b>	\$2,160,000	\$0	\$0	\$2,160,000
<b>High and Urgent Renewal Costs</b>	\$1,431,513	\$0	\$0	\$1,431,513
<b>New School Construction\Site Prep</b>	\$0	\$11,340,257	\$10,848,729	\$22,188,986
<b>Total</b>	<b>\$3,752,669</b>	<b>\$13,129,215</b>	<b>\$8,102,964</b>	<b>\$24,984,848</b>

*Table 6: Advisory Committee Option #2 Capital Investment*

### **Option Rationale**

- Three new schools in Ancaster to replace aging facilities in poor condition
- Removes portables from CH Bray and Fessenden
- Higher percentage of CH Bray student live south west of Wilson Rd (closer to Ancaster High)
- More space for bus drop off and pick up on Ancaster High site for new elementary school
- JK-8 model for all schools
- All school at 100% utilization
- Two schools 500-600 OTG
- Two dual track FI schools
- Consolidation of schools, reduction of operating/renewal costs and improved program/accessibility meets the criteria for School Consolidation Funding.

### 3.3 Advisory Committee Option #3

Rebuild CH Bray. Addition to Ancaster Senior to accommodate JK-6 English and grades 1-8 French Immersion. Queen's Rangers and Rousseau remains JK-6 schools. Addition to Ancaster High to accommodate grade 7&8 English students. Closure of Fessenden upon the completion of new school and additions. Please see the capital investment section below for more detail on proposed new schools, additions and renovations.

- **Ancaster High: 200 pupil place addition to create 7/8 wing on Ancaster High School**
  - Ancaster Senior English students directed to Ancaster High (100% of students)
- **Ancaster Senior: Addition to create 550 pupil place JK-6 Eng and grade 1-8 FI school**
  - Fessenden English students directed to Ancaster Senior (100% of students)
  - Fessenden FI students directed to Ancaster Senior (100% of students)
  - Ancaster Senior FI students remain at Ancaster Senior (100% of students)
- **CH Bray: New Construction to create 328 pupil place JK-6 school**
  - CH Bray students directed to new school on CH Bray site (100% of students)
- **Queen's Rangers: 153 pupil place JK-6 school - Repurpose three classrooms to early years/childcare partnership**
  - Queen's Rangers students remain at Queen's Rangers (100% of students)
- **Rousseau: School remain 291 pupil place JK-6 school**
  - Rousseau students remain at Rousseau school (100% of students)

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

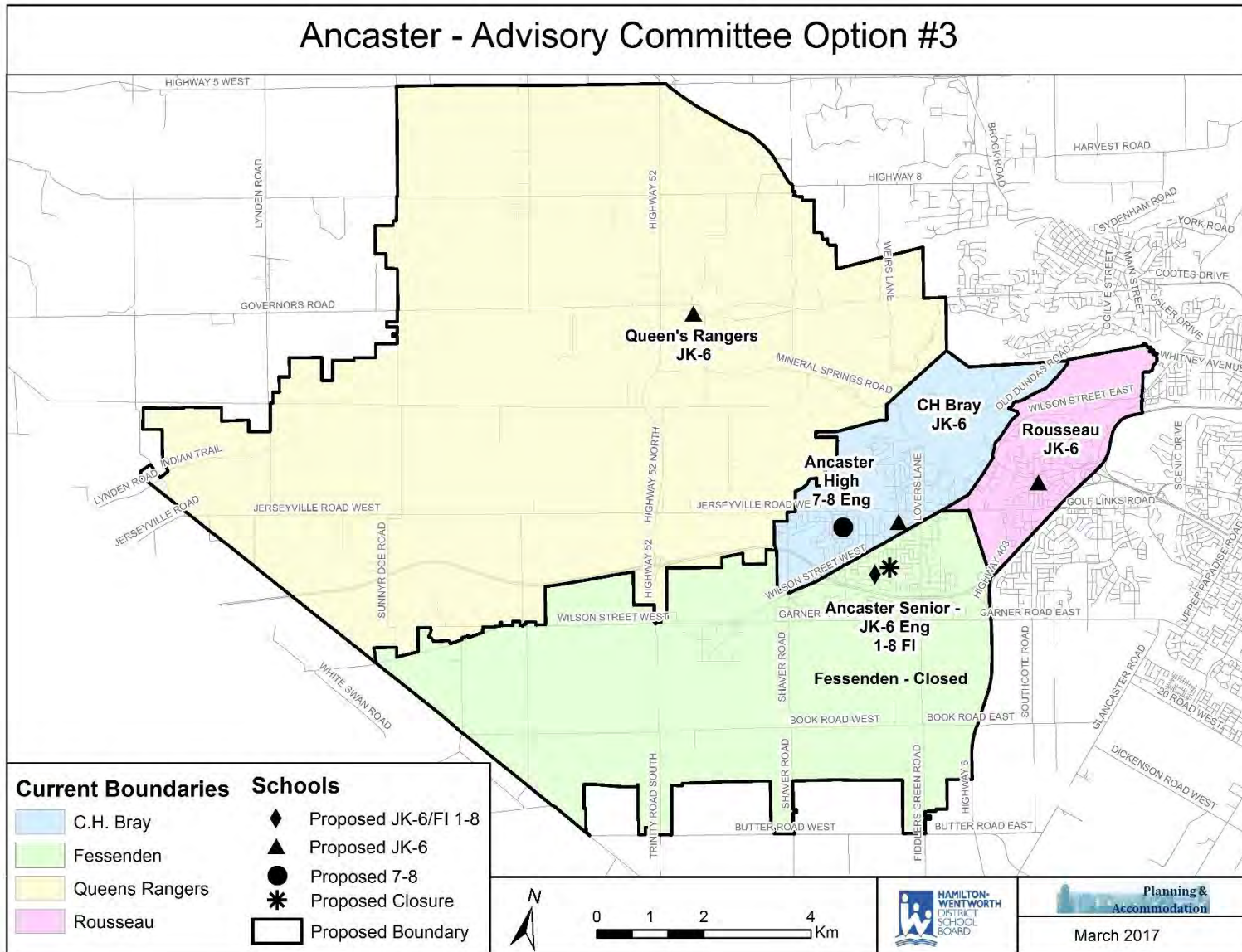


Figure 5: Advisory Committee Option #3 Map

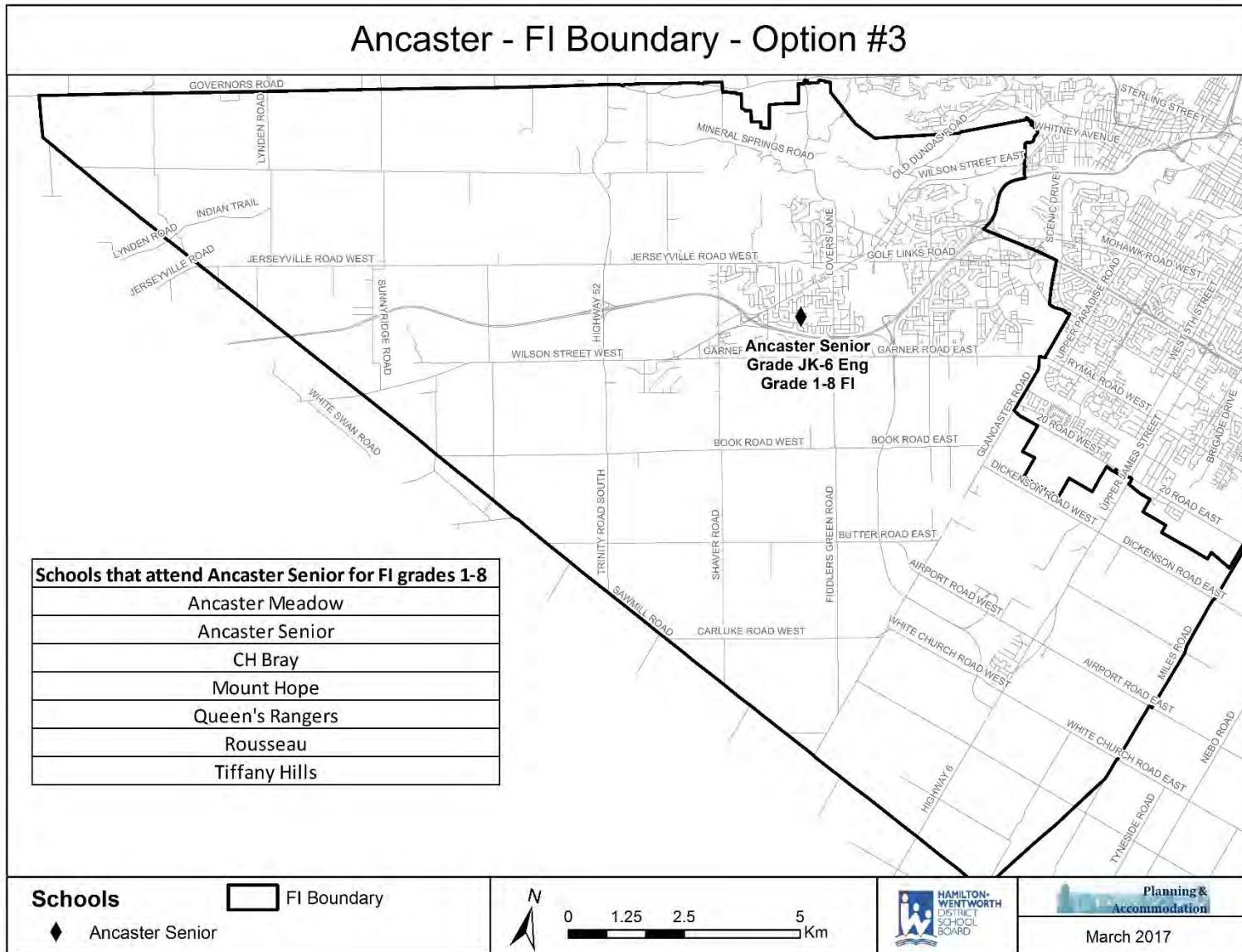


Figure 6: Advisory Committee Option #3 FI Map

**Projected Enrolment**

See Table 7 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.

Option #3	Current OTG	Proposed OTG	Program	Current	2020	2021	2022	2023	2024	2025	2026
Ancaster Senior	387	550	Eng (JK-6)	293	228	224	226	232	233	233	233
			FI (1-8)	42	372	368	383	386	373	376	378
			Total	335	600	592	609	618	606	609	610
			Utilization	87%	109%	108%	111%	112%	110%	111%	111%
CH Bray	199	328	Eng (JK-6)	312	315	317	321	316	316	316	316
			FI	0	0	0	0	0	0	0	0
			Total	312	315	317	321	316	316	316	316
			Utilization	157%	96%	97%	98%	96%	96%	96%	96%
Fessenden	383	Closed	Eng (JK-6)	265	0	0	0	0	0	0	0
			FI	256	0	0	0	0	0	0	0
			Total	521	0	0	0	0	0	0	0
			Utilization	136%	0%	0%	0%	0%	0%	0%	0%
Queen's Rangers	222	153	Eng (JK-6)	128	113	108	108	112	112	112	112
			FI	0	0	0	0	0	0	0	0
			Total	128	113	108	108	112	112	112	112
			Utilization	58%	74%	71%	71%	73%	73%	73%	73%
Rousseau	291	291	Eng (JK-6)	258	244	237	241	234	238	237	237
			FI	0	0	0	0	0	0	0	0
			Total	258	244	237	241	234	238	237	237
			Utilization	89%	84%	81%	83%	80%	82%	82%	82%
Ancaster High	0	200	Eng (7-8)	-	224	219	217	207	208	203	207
			FI	-	0	0	0	0	0	0	0
			Total	-	224	219	217	207	208	203	207
			Utilization	-	112%	109%	109%	104%	104%	102%	103%
Total	1482	1522	Eng	1256	1125	1105	1112	1101	1106	1101	1104
			FI	298	372	368	383	386	373	376	378
			Total	1554	1498	1474	1496	1488	1481	1478	1483
			Utilization	105%	98%	97%	98%	98%	97%	97%	97%

Table 7: Advisory Committee Option #3 Enrolment Projection



### **Capital Investment**

The capital investment required for option #3 is shown in Table 8 below. Option #3 includes a proposed new 328 pupil place JK-6 school on the C.H. Bray site, costs include demolition and site preparation. Ancaster Senior proposed renovations include, three FDK room and 5 classroom addition. Proposed renovations at Queen's Rangers include accessibility, benchmark and renewal as stated in feasibility report. In this scenario, Queen's Rangers would not require any classroom addition as stated in the feasibility report and therefore this cost was removed from this analysis. Proposed renovations to Rousseau include addressing accessibility, benchmark and renewal as stated in feasibility report. This option also calls for an addition Ancaster High to accommodate grade 7 and 8 English students. In this scenario that would include an estimated 9 classroom addition to the current facility.

To address items in this scenario, it is estimated to cost \$20.3 million. The funding available to address these costs would be from School Renewal Grant (SRG), School Condition Improvement (SCI), capital priority and School Consolidation Capital grants. All additions and new school construction due to school consolidation would be eligible for SCC funding. Accessibility and renewal would be funded through SRG and SCI. For a complete breakdown of accessibility, benchmark and renewal please see appendix-C from the Initial Report: [Feasibility Study](#).

<b>Advisory Committee Option #3</b>	<b>Ancaster High</b>	<b>Ancaster Senior</b>	<b>CH Bray</b>	<b>Queen's Rangers</b>	<b>Rousseau</b>	<b>Cost</b>
<b>Accessibility Costs</b>	\$0	\$161,156	\$0	\$194,063	\$58,219	\$413,438
<b>Benchmark Costs</b>	\$0	\$3,204,575	\$0	\$1,266,891	\$406,688	\$4,878,154
<b>High and Urgent Renewal Costs</b>	\$0	\$1,431,513	\$0	\$990,505	\$1,392,049	\$3,814,067
<b>New School Construction\Site Prep</b>	\$1,900,000	\$0	\$9,375,660	\$0	\$0	\$11,275,660
<b>Total</b>	<b>\$1,900,000</b>	<b>\$4,797,244</b>	<b>\$9,375,660</b>	<b>\$2,451,459</b>	<b>\$1,856,956</b>	<b>\$20,381,319</b>

*Table 8: Advisory Committee Option #3 Capital Investment*

### **Option Rationale**

- All school communities remain intact.
- Removes portables from CH Bray and Fessenden.
- Replacement of CH Bray facility which is in poor condition.
- Childcare or early years centre for Queen's Rangers community.
- Opportunity for innovative school providing grades 7-12.
- Option creates large cohorts of grade 7 & 8 per grade at Ancaster High to provide the best programming.
- Funding for Ancaster High facility which is in need of repair.

## **Programming**

The three options discuss a variety of programming options. Option #1 and #2 propose programming changes to all schools, converting to JK-8 models which will reduce the number of transitions for students. Both options #1 and #2 create a second Ancaster French Immersion site at Rousseau school to create more equitable access to this programming.

Option #3 proposes to retain the current K-6 model at four elementary schools while creating a 7-12 campus on the current Ancaster High School site. This option also proposes to keep FI grades 1-8 at Ancaster Senior. In all options the current special education classes Ancaster Senior and Rousseau are proposed to remain in the same locations.

## **Timelines**

All options follow the same basic timelines as the initial option. Timelines are dependent on project scope, funding, site plan approval, demolition/building permits and other regulatory approvals. Funding applications are completed on a bi-annual basis and the proposed projects may require multiple applications which would affect the proposed timelines.

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

*Table 9: Proposed Timelines*

## **4. Public Meetings**

As per HWDSB's Pupil Accommodation Review Policy two public meetings were held for the Ancaster Review. The first public meeting was held on January 12, 2017 at Ancaster High and had 71 public attendees. The meeting began with a welcome and introductions which transitioned into a presentation from HWDSB staff. The presentation reviewed the accommodation review process, initial staff report, initial option and school information profiles.

After the presentation, attendees were engaged in facilitated feedback on the initial option. Seated at tables of 10-15 people, a facilitator led groups through 3 guiding questions regarding the initial option. The purpose of the small group conversation and facilitation were to ensure each community member's voice is heard. Feedback was recorded by the facilitator and at the end of the evening the facilitator shared the top 3 points the table group discussed.

Below is a high-level summary of the pros and cons of the initial option.

<b>Initial Option</b>	
<b>Pros</b>	<b>Cons</b>
<ul style="list-style-type: none"> <li>• A strong sense of community</li> <li>• New or renewed facilities</li> <li>• JK-8 in one building</li> <li>• Schools are still walkable</li> <li>• Cost savings</li> <li>• Offers diverse programs and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Large student population</li> <li>• Loss of community</li> <li>• Transitions for students</li> <li>• Loss of green space</li> <li>• Increased traffic (cars and busses) at schools</li> <li>• Loss of school community</li> <li>• Students may be separated</li> <li>• Impact on student learning</li> <li>• School distance is too far for some families</li> </ul>

The public meeting feedback was recorded and then review by the Evidence-Based Education and Services Team to determine key themes. Additional factors the public suggested the advisory committee consider include the following:

- The safety, mental health, and well-being of students
- Impact of increased school populations
- Impact on school properties
- Impact on transportation
- Facility considerations
- Alternative options
- The rural perspective
- Impact on school community
- Impact on staff
- Public consultation

For complete recaps of the please see [Public Meeting #1 Minutes](#).

Public Meeting #2 was held on March 9, 2017 at Ancaster High and had 141 public attendees. The meeting began with a welcome and introductions which transitioned into a presentation from HWDSB staff to provide an update on the accommodation review process and review three advisory committee created accommodation options.

After the presentation, attendees broke into groups to examined three advisory committee options. There were three stations within the cafeteria which displayed poster sized descriptions and details of accommodation option. Attendees were encouraged to discuss the strengths and challenges of each option with a facilitator.

At the end of the evening staff reviewed the next steps in the accommodation review process which includes the interim report, delegation night and final Trustee proposals. There was a question and answer session with community members to close out the evening.



Below is a high-level summary of the strengths and concerns of the three advisory committee options as presented at Public Meeting #2. Feedback listed in following charts is in no specific order.

<b>Advisory Committee Option #1</b>	
<b>Strengths</b>	<b>Concerns</b>
<ul style="list-style-type: none"> <li>• Benefits all HWDSB communities in the Ancaster Area</li> <li>• Maintain the integrity of rural schools</li> <li>• All schools are JK-8 – fewer transitions</li> <li>• Access to outdoor program</li> <li>• Supports community partnership initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns around renovations vs new schools</li> <li>• Transition of students</li> <li>• FI program at two schools</li> <li>• Loss of Fessenden property (loss of green space)</li> </ul>

<b>Advisory Committee Option #2</b>	
<b>Strengths</b>	<b>Concerns</b>
<ul style="list-style-type: none"> <li>• Three new facilities for all communities</li> <li>• All schools at capacity</li> <li>• Rebuilding our schools is positive thing and sustainable long term.</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of sense of community</li> <li>• Loss of green space</li> <li>• Transportation of students due to larger boundaries</li> <li>• Can funding be secured for three new buildings</li> <li>• Transition an issue for students</li> </ul>

<b>Advisory Committee Option #3</b>	
<b>Strengths</b>	<b>Concerns</b>
<ul style="list-style-type: none"> <li>• Fewer transitions for students</li> <li>• Maintain the integrity of rural schools</li> <li>• Benefits all HWDSB communities in the Ancaster Area</li> <li>• Support JK-6 schools</li> <li>• Supports community partnership initiative</li> <li>• Keeps all Fi students together</li> </ul>	<ul style="list-style-type: none"> <li>• Is 7-12 programming feasible on Ancaster High site due to building condition</li> <li>• Concerns for safety of grade 7/8 students</li> <li>• Loss of Fessenden property</li> <li>• Transition planning for students</li> <li>• How will 7/8 share space at a high school with an existing large enrolment</li> <li>• FI at two schools</li> </ul>

For complete recaps of the please see [Public Meeting #2 Minutes](#).

## 5. Staff Recommendation

Rebuild CH Bray and Rousseau on existing sites. Addition to Ancaster Senior. Closure of Fessenden and Queen's Rangers upon the completion of new schools and addition. (Please see capital investment section for more detail on renovation)

- **CH Bray: New Construction – 564 pupil place JK-8 school**
  - 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)
- **Rousseau: New Construction – 495 pupil place JK-8 school**
  - 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)
- **Ancaster Senior: Addition to create JK-8– 465 pupil place school**
  - 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 decision in June 2017.

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 may also require an addition to the new school on the Beverly Community Centre school.

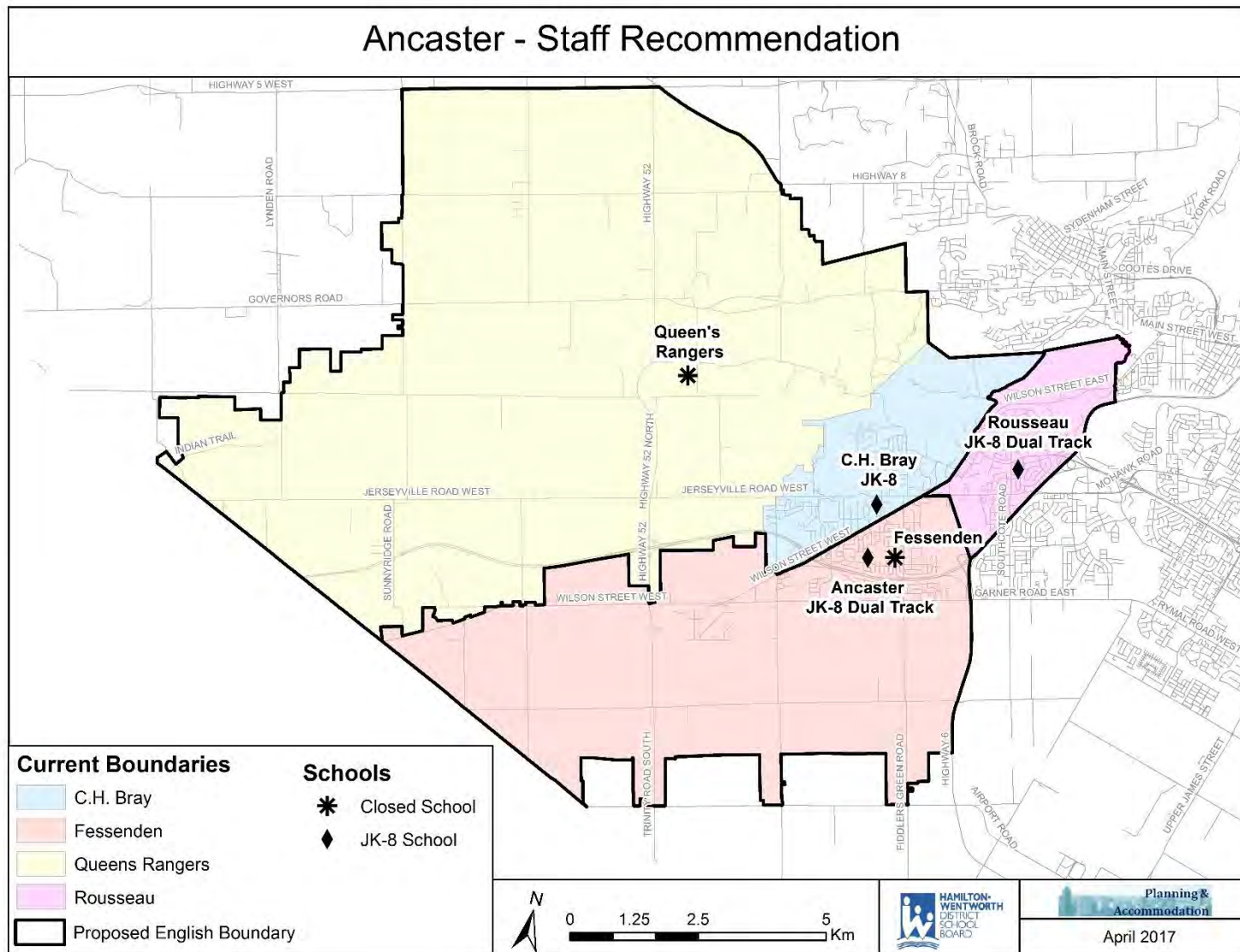


Figure 7: Staff Recommendation Map

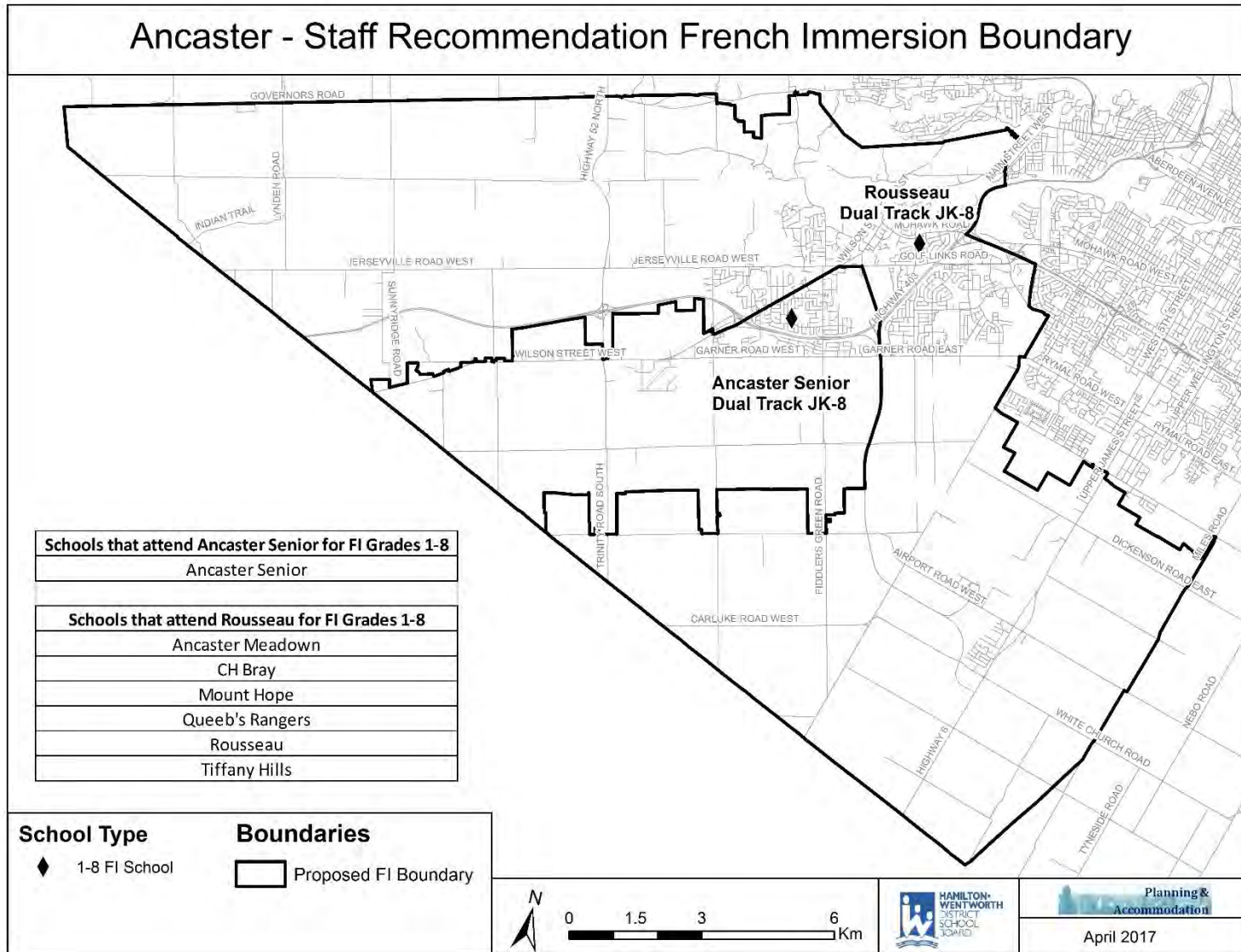


Figure 8: Recommended Option FI Map

**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 projects could be completed.

Staff Recommendation	Current OTG	Proposed OTG	Program	Current	2020	2021	2022	2023	2024	2025	2026
Ancaster Senior	387	465	Eng (JK-8)	293	284	275	283	282	281	283	283
			FI (1-8)	42	174	173	180	181	175	177	177
			Total	335	458	448	462	463	456	460	460
			Utilization	87%	99%	96%	99%	100%	98%	99%	99%
CH Bray	199	564	Eng (JK-8)	312	543	535	534	531	534	532	532
			FI	0	0	0	0	0	0	0	0
			Total	312	543	535	534	531	534	532	532
			Utilization	157%	96%	95%	95%	94%	95%	94%	94%
Fessenden	383	Closed	Eng	265	0	0	0	0	0	0	0
			FI	256	0	0	0	0	0	0	0
			Total	521	0	0	0	0	0	0	0
			Utilization	136%	0%	0%	0%	0%	0%	0%	0%
Queen's Rangers	222	Closed	Eng	128	0	0	0	0	0	0	0
			FI	0	0	0	0	0	0	0	0
			Total	128	0	0	0	0	0	0	0
			Utilization	58%	0%	0%	0%	0%	0%	0%	0%
Rousseau	291	495	Eng (JK-8)	258	298	295	296	289	293	287	290
			FI (1-8)	0	197	196	203	205	198	200	201
			Total	258	496	491	500	494	491	486	491
			Utilization	89%	100%	99%	101%	100%	99%	98%	99%
Total	1482	1524	Eng	1256	1126	1106	1113	1102	1107	1102	1105
			FI	298	372	368	383	386	373	376	378
			Total	1554	1498	1474	1496	1488	1481	1478	1483
			Utilization	105%	98%	97%	98%	98%	97%	97%	97%

Table 10: Staff Recommended Option Enrolment Projection

## **Capital Investment**

The capital investment required for the staff recommendation is shown in Table 11 below. The recommendation proposes a new 564 pupil place JK-8 school on the CH Bray site and 495 pupil place JK-8 school on the Rousseau site. The recommendation proposes an addition of three FDK classrooms and addressing benchmark, accessibility and renewal needs at Ancaster Senior to create a JK-8 elementary school. The table below depicts the demolition, site prep and construction costs for the proposed new schools and addition. For a complete breakdown of accessibility, benchmark and renewal please see appendix-C from the Initial Report: [Feasibility Study](#).

The funding available to address these costs would be through SRG, SCI, SCC, capital priority grant.

<b>Staff Recommendation</b>	<b>Ancaster Senior</b>	<b>CH Bray</b>	<b>Rousseau</b>	<b>Cost</b>
<b>Accessibility Costs</b>	\$161,156	\$0	\$0	\$161,156
<b>Benchmark Costs</b>	\$2,160,000	\$0	\$0	\$2,160,000
<b>High and Urgent Renewal Costs</b>	\$1,431,513	\$0	\$0	\$1,431,513
<b>New School Construction\Site Prep</b>	\$0	\$13,129,215	\$12,427,338	\$25,556,553
<b>Total</b>	<b>\$3,752,669</b>	<b>\$13,129,215</b>	<b>\$12,427,338</b>	<b>\$29,309,222</b>

*Table 11: Staff Recommended Option Capital Investment*

## **Staff Recommendation Rationale**

The purpose of the staff recommendation is to align Ancaster schools with the Board approved [Long-Term Facilities Master Plan Guiding Principles](#) and attempt to meet the criteria of the School Consolidated Capital Funding.

- Improved learning environments
- School Grade/Organization –Kindergarten to-Grade 8 facilities
- French Immersion - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery
- New buildings will improve accessibility and energy efficiency
- Removes portables/portapaks
- School Capacity – two of three proposed schools have a capacity of 500 to 600 students, which creates two to three classes for each grade
- Reduction of two facilities from inventory
- Reduction of \$17.9 million in renewal needs

The following is staff's rationale for rebuilding, closing or renovating the facilities proposed in the staff recommendation.

#### Rebuild of CH Bray:

- CH Bray has an Facility Condition Index (FCI) of 131%.
- Small facility – 199 On-the-ground capacity (OTG)
- School has 8 portable classrooms on site and is operating at 157% utilization.
- Facility lacks appropriate sized Full-Day Kindergarten, gym, library, resource space, office space and change rooms.
- Rebuilding could mitigate the traffic flow issues at CH Bray site.

#### Rebuild of Rousseau:

- Rousseau has an FCI of 68%.
- Small facility – 291 OTG
- Facility lacks appropriate sized gym, library, resource space, office space and change rooms.
- Rebuilding could mitigate the traffic flow issues at Rousseau site.
- Small property, rebuild could utilize 2-storey design to maximize outdoor place space

#### Addition at Ancaster Senior:

- Facility has appropriate gym, change rooms, library, staff and office space.
- Has specialized teaching spaces: music room, art room and science room.
- Ancaster Senior/Fessenden site is 20.5 +/- acres.
- Accessibility - 2 storey building with an elevator - limited work required to improve accessibility.

#### Closure of Queen's Rangers:

- Overall small enrolment - 128 students
- Low utilization - 58%
- Small facility – 222 OTG
- Potential for rural students to remain at rural school through boundary review.
- Potential for students to attend new school either in Ancaster or at Beverley Community Centre site.

#### Closure of Fessenden

- Fessenden has an FCI of 57%.
- School has 6 portable classrooms on site and is operating at 136% utilization.
- Facility lacks appropriate sized Full-Day Kindergarten rooms, gym, library, resource space, office space and change rooms.
- Reducing the number of students on Ancaster Senior/Fessenden site may mitigate traffic issues.



### **Programming**

The staff recommendation proposes programming changes to all schools, converting to JK-8 models which will reduce the number of transitions for students. The recommendation proposes to keep FI grades 1-8 at Ancaster Senior and open a second grade 1-8 program at Rousseau. The current special education classes Ancaster Senior and Rousseau are proposed to remain in the same locations.

### **Timelines**

All options follow the same basic timelines as the initial option. Timelines are dependent on project scope, funding, site plan approval, demolition/building permits and other regulatory approvals. Funding applications are completed on a bi-annual basis and the proposed projects may require multiple applications which would affect the proposed timelines.

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

*Table 11: Proposed Timelines*





## EXECUTIVE REPORT TO REGULAR BOARD

**TO:** Board

**FROM:** Manny Figueiredo – Director of Education

**DATE:** April 10, 2017

**PREPARED BY:** David Anderson, Senior Facilities Officer – Facilities Management  
Ellen Warling, Manager of Planning, Accommodation & Rentals

**RE:** Pupil Accommodation Review – West Hamilton City – Final Report (Interim Staff Report, as per Accommodation Review Timelines)

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Action  Monitoring

### Recommended Action:

Trustees receive the West Hamilton City Accommodation Review Interim Report and defer a final proposal to the Ministry of Education to at least 10 calendar days after the public delegations as per the Board's Pupil Accommodation Policy and Ministry of Education guidelines.

### Background:

On Monday May 30, 2016, Trustees approved the May 19, 2016, Finance and Facilities Committee report which advised staff to proceed with preparation for potential pupil accommodation reviews in 2016-17 for the following two areas: Ancaster and West Hamilton City (RESOLUTION #16-81).

On Monday November 14, 2016 Trustees approved the West Hamilton City – Pupil Accommodation Review – Initial Report (RESOLUTION #16-184) which initiated the accommodation review process for the following schools: Bennetto, Cathy Wever, Central, Dr. Davey, Earl Kitchener, Hess, Queen Victoria, Ryerson, Strathcona.

The mandate of the accommodation review Advisory Committee is to act in an advisory role that will provide comments and feedback on accommodation option(s) for the Board of Trustees' consideration. The West Hamilton City Advisory Committee comprised of parents, teachers and non-teaching staff began its work on November 29, 2016. Over the course of an orientation meeting, eight working group meetings, two public meetings, and community input the Advisory Committee formed a report containing key considerations for Trustee including five accommodation ideas (options) created by the advisory committee.

**Staff Observations:**

The Pupil Accommodation Review Policy was approved at the November 23, 2015 Board meeting. HWDSB Pupil Accommodation Review Policy requires staff to provide a complete a report which captures the accommodation review process, staff recommendations, and consultations and feedback to the Board of Trustees for their review and decision.

As per the Ministry of Education *Pupil Accommodation Review Guideline*, the *Report* “must include a Community Consultation section that contains feedback from the Advisory Committee and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.”

## Pupil Accommodation Review Directive Timelines:

Action	Timeline	Date
Delivery of Interim (Final) Report to Board of Trustees	Earliest available Board meeting, but not before 10 business days after the final public meeting.	April 10, 2017
Public Delegations	Not before 10 business days after the final report is presented at Board meeting.	May 8, 2017
Trustee decision on final proposal to Ministry of Education	Not before 10 business days after the public delegations.	June 5, 2017

Hamilton-Wentworth District School Board

# Accommodation Review: Final Staff Report

*(Interim Staff Report, as per Accommodation  
Review Timelines)*

West Hamilton City

4-10-2017

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## 1. Executive Summary

At the November 14, 2016 Board meeting, Trustees approved a recommendation to initiate the West Hamilton City Accommodation Review which included Bennetto, Cathy Wever, Central, Dr. Davey, Earl Kitchener, Hess, Queen Victoria, Ryerson, Strathcona elementary schools. The mandate of the accommodation review advisory committee is to act in an advisory role that will provide comments and feedback on accommodation option(s) for the Board of Trustees' consideration. The West Hamilton City advisory committee comprised of parents and teaching staff began its work on November 29, 2016.

The following report outlines the community consultation portion of the West Hamilton City Accommodation Review. All information associated with the accommodation review including minutes, presentations, data, correspondence and feedback can be view on HWDSB's website:

<http://www.hwdsb.on.ca/reviews/west-hamilton/agendas-and-meetings/>

### **Correspondence**

All new correspondence received from the [reviews@hwdsb.on.ca](mailto:reviews@hwdsb.on.ca) email will be posted online for viewing here: <http://www.hwdsb.on.ca/reviews/west-hamilton/correspondence/>

## 2. Community Consultation

Community consultation is an important component of an accommodation review. There were two channels of consultation conducted for the West Hamilton City Accommodation review which included working group meetings and public meetings.

Following the initiation of an accommodation review, an advisory committee was formed to act as conduit for information between the community and school board. The advisory committee, over eight working group meetings, was tasked with discussing, analyzing and commenting on the initial report and accommodation options. The group worked diligently to better understand the initial report including the work completed prior to an accommodation review, background data and rationale behind the recommended and alternative options. Throughout the working group meetings, the advisory committee members expressed considerations and ideas that are captured for Trustee consideration – this is reviewed in Section 3.

Public meetings were held to allow for an opportunity for parents, community members and stakeholders to acquire more information regarding the accommodation review process, ask questions and express their ideas/concerns. Public meetings were advertised in local newspapers, Board website, through automated phone calls and letters home with students. Section 4 is an overview of both public meetings.

## 2.1. Timelines

The following table outlines the West Hamilton City Pupil Accommodation Review timelines of the community consultation portion of the accommodation review process.

Meeting	Date	Summary
Orientation Session	November 29, 2016	<ul style="list-style-type: none"> <li>Reviewed purpose of accommodation reviews</li> <li>Reviewed accommodation review policy</li> <li>Reviewed key documents</li> <li>Overview of roles &amp; responsibilities of advisory committee and staff</li> <li>Review of timelines and meetings</li> </ul>
Working Group Meeting #1	December 14, 2016	<ul style="list-style-type: none"> <li>Reviewed the accommodation review binder and all background data</li> <li>Reviewed initial option</li> </ul>
Public Meeting #1	January 11, 2017	<ul style="list-style-type: none"> <li>Reviewed advisory committee orientation session</li> <li>Public reviewed the initial and alternative options with opportunity to provide feedback through facilitated small group feedback</li> <li>Top concerns were voiced by each table.</li> </ul>
Working Group Meeting #2	January 25, 2017	<ul style="list-style-type: none"> <li>Open dialogue provided an opportunity for members to share thoughts, express concerns and discuss public meeting and the feedback from the public.</li> <li>Members sought clarification on process – e.g. correspondence, Initial Report</li> </ul>
Working Group Meeting #3	February 8, 2017	<ul style="list-style-type: none"> <li>City of Hamilton staff fielded questions from the committee on current and future development and LRT.</li> <li>Reviewed enrolment projection methodology and Initial Option</li> <li>Reviewed Public Meeting #1 and identifying key emerging themes</li> </ul>
Working Group Meeting #4	February 23, 2017	<ul style="list-style-type: none"> <li>Reviewed Initial Option with FI introduced at Bennetto.</li> <li>Group activity to explore new ideas</li> </ul>
Working Group Meeting #5	March 1, 2017	<ul style="list-style-type: none"> <li>Reviewed two ideas created in previous working group meeting</li> <li>Discussed an additional idea to present to the public in public meeting #2.</li> <li>Discussed the potential agenda and structure of public meeting #2</li> </ul>
Working Group Meeting #6	March 2, 2017	<ul style="list-style-type: none"> <li>Reviewed three ideas created in previous working group meeting</li> <li>Discussed additional ideas for the public in public meeting #2.</li> <li>Discussed the potential agenda and structure of public meeting #2</li> </ul>
Public Meeting #2	March 8, 2017	<ul style="list-style-type: none"> <li>Reviewed accommodation review progress</li> <li>Described next steps in accommodation review process</li> <li>Facilitated feedback on advisory committee created ideas.</li> <li>Question and answer period</li> <li>Summary of next steps and Interim Final Report</li> </ul>
Working Group Meeting #7	March 22, 2017	<ul style="list-style-type: none"> <li>Public Meeting #2 summation</li> <li>Presented draft of Interim Final Report</li> <li>Reviewed community consultation section of report</li> </ul>
Working Group Meeting #8	March 30, 2017	<ul style="list-style-type: none"> <li>Discussed key considerations</li> <li>Determined the advisory committee content of final report</li> <li>Summary of next steps</li> </ul>

Table 1: Meeting Descriptions and Timelines

### 3. Advisory Committee

The purpose of an advisory committee is to act as a conduit for information between the community and the school board. The West Hamilton City advisory committee consisted of nine parent representatives (reps), eight staff reps, three school council reps, and one community representative. Principals and HWDSB staff were available as resources.

At working group meeting #3 on February 8, 2017 the advisory committee participated in small groups to develop themes from feedback on the initial option and public meeting #1. The following outlines the identified themes. The themes were intended to be considerations as the committee explored additional accommodation ideas for the West Hamilton planning area. For a complete listing of feedback please see the minutes from [Working Group Meeting #3](#). The themes further evolved into more detailed consideration descriptions intended for trustee reflection. These are listed in Section 3.1.

#### **Identified Themes on Initial Option and Public Meeting**

- |  |   | <b><u>Themes</u></b> |
|--|---|----------------------|
| <ul style="list-style-type: none"> <li>• Student / staff well-being</li> <li>• Transportation/walkability</li> <li>• Facilities – gym/playground, equitable facilities</li> <li>• Access to community services</li> <li>• Diversity of options – school models</li> <li>• Community hub – access to services</li> <li>• Programming – FI/Sage</li> <li>• Proximity/location</li> </ul> | <ul style="list-style-type: none"> <li>• Safety</li> <li>• Accommodations in terms of programming</li> <li>• Site size</li> <li>• Accessibility</li> <li>• Safety of road crossings</li> <li>• Educational outcomes and achievements</li> </ul> |                      |

#### 3.1 Considerations from the Advisory Committee

Through the consultation process, the advisory committee developed key considerations to highlight to trustees as they examine the details of the West Hamilton City pupil accommodation review.

##### **Funding Opportunities**

The advisory committee recognizes the window of opportunity for funding and the current circumstances identified with the schools in West Hamilton City. The School Consolidation Capital program is a Ministry of Education initiative which supports projects that results in a reduction of excess capacity, long term operation/renewal costs and improved learning environments. The program, announced in 2014-2015 is a \$750 million funding strategy available over a 4-year period to all school boards across Ontario. The committee is also aware Capital Priorities funding may also be available for any proposed consolidations. The advisory committee suggests that with funding available it is appropriate to pursue construction of new school(s) to replace schools due to their age, facility condition, and the quality of the learning environments, if the retention of all nine schools is not an option.

### **School Condition**

The advisory committee recognizes many schools in this review are in need of significant accessibility, benchmark, and renewal capital that is not available through the School Consolidation Capital or Capital Priorities grant opportunities listed in the Funding Opportunities section above. The committee would like to see the schools that are in need of these capital funds be considered immediately for significant funds from the School Condition Improvement and School Renewal grants to address significant issues in these schools.

### **Community Hubs**

The advisory committee recognizes the excess pupil places in some of the larger schools in this review. The committee would like to see the continued pursuit of partners to fill excess space through the Ministry of Education's Community Planning and Partnership Guidelines. In addition, encourage the board to continue to pursue funds to help encourage and create these spaces.

### **Traffic and Student Safety**

Throughout the accommodation review process a key concern of both the advisory committee and the public has been the safety of students due to traffic congestion around schools. The redirection of students to schools further away may exacerbate such issues. The advisory committee has suggested that traffic and parking issues need to be considered for any new school construction or the redirection of students to other schools. In addition, the committee wishes the staff at the board and City of Hamilton work together to allocate crossing guards in their communities.

### **Maintaining Community/Walkable Schools**

Maintaining schools in all communities was an important factor discussed by the advisory committee and public throughout the accommodation review. One of the most prominent concerns was the loss of a sense of community if schools were to close. The advisory committee and the public expressed concerns for options that recommend the consolidation of schools because some students who currently walk may have to take the bus to a new school. One of the greatest concerns raised was the challenge for parents who do not own automobiles to travel to and from their child's school.

### **Size of Schools**

This accommodation review has school enrolments ranging from below 200 at Strathcona to more than 700 students at Cathy Wever. The on-the-ground (OTG) capacity of four the schools in this review exceed the Guiding Principals in the Long Term Facilities Master Plan (LTFMP). The committee has concerns with exceeding the school size recommended in the LTFMP plan of 500-600 students. While recognizing the desire of the Ministry and the board to maximize its existing brick and mortar, larger schools may not always be the best option for the communities involved.



## Programming

The advisory committee is in support of the programming change suggestion of adding FI grades 1-8 to Bennetto. This change provides more equitable access to the FI program in the North End and alleviates some of the enrolment pressures at Earl Kitchener and Ryerson schools. The committee supports and would like to see the board continue to strive to reach a balance of approximately 40/60 percent enrolment in the English and French programs. In addition, the matching of the FI program boundaries to the English program boundaries provides better transitioning for students in English SK moving into the FI program.

It is worth noting that Specialized Learning Programs such as Sage and Sage Quest may be relocated to any school to resolve overcrowding at their host school.

## Outside Play Space

Many of the schools do not have green space or adequate outdoor play space. This limits those schools physical experience and opportunities. The committee recommends the board work with each school council to improve the outdoor play spaces for students upon completion of the review. Through this work it is important that play space should be given priority when looking to redesign outdoor spaces over space for automobiles.

The committee recommends that the board explore opportunities with the City of Hamilton to expand school use onto municipal facilities to allow greater use of municipal parks by students.

## 3.2 Committee Ideas (options)

The advisory committee worked diligently through working group meetings four to six analyzing information, inquiring on education processes and funding, and exploring new accommodation ideas. In total, the committee sought analysis on eight new accommodation ideas. The committee sought public feedback on five of the ideas (Ideas A thru E) at [Public Meeting #2, on March 8, 2017](#).

**Accommodation Ideas Explored (in no preferred order)**

- A. Status Quo: no changes to boundaries, programs or schools.
- B. Realignment of School Attendance Boundaries and Programs: Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.
- C. Hess and Strathcona Combine into a new school and Bennetto Introduces FI: Hess and Strathcona would combine into a new JK-8 school on a site to be determined and Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.
- D. Hess and Strathcona Combine into a new school and Bennetto Introduces FI: Hess and Strathcona would combine into a new JK-5 school on a site to be determined and the English grade 5's would attend Ryerson for grades 6-8. Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.
- E. Central, Earl Kitchener, and Ryerson would Combine into two new schools, Hess and Strathcona Combine in to a new school, and Bennetto Introduces FI: the combination of Central, Earl Kitchener, and Ryerson, and the combination of Hess and Strathcona would combine into new JK-8 schools on sites to be determined. Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.
- F. Hess and Strathcona Combine into a new school, Central grade 5's advance to Queen Victoria, and Bennetto Introduces FI: Hess and Strathcona would combine into a new JK-5 school on a site to be determined and the English grade 5's would attend Ryerson for grades 6-8. Central grade 5's would attend Queen Victoria for grades 6-8. Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.
- G. The Initial Option with FI introduced at Bennetto: 95% of Hess combine with Bennetto - 5% to Strathcona. Other boundary changes – approximately 30% of Bennetto students to Cathy Wever, and 12% of Cathy Wever students to Dr Davey. Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.
- H. The Initial Option with FI introduced at Dr Davey: 95% of Hess combine with Bennetto - 5% to Strathcona. Other boundary changes – approximately 30% of Bennetto students to Cathy Wever, and 12% of Cathy Wever students to Dr Davey. Dr Davey would begin a grade 1-8 FI program starting with the introduction of grades 1-3.

Below is detailed analysis of Ideas A thru E. The committee had further discussions to try and establish consensus on a preferred idea(s). The results of the discussion are captured preceding the idea details - Section 3.3.

### 3.2.1 Idea A - Status Quo

All schools remain open and no changes to school boundaries or programming – except Bennetto introduces and FI 1-8 program. This impacts FI boundaries for Earl Kitchener and Ryerson.

- **Bennetto introduces a grade 1-8 FI program**
  - FI program begins with the introduction of grades 1-3
  - Bennetto's FI boundary encompasses the English boundaries of Hess, Bennetto, Cathy Wever, Dr Davey, and Queen Victoria

- **Earl Kitchener and Ryerson English and FI boundaries revised**
  - Earl Kitchener's FI boundary include its own English boundary, as well as Central and Strathcona
    - Ryerson's English and FI boundaries encompass the English boundaries of Earl Kitchener as well as Central and Strathcona

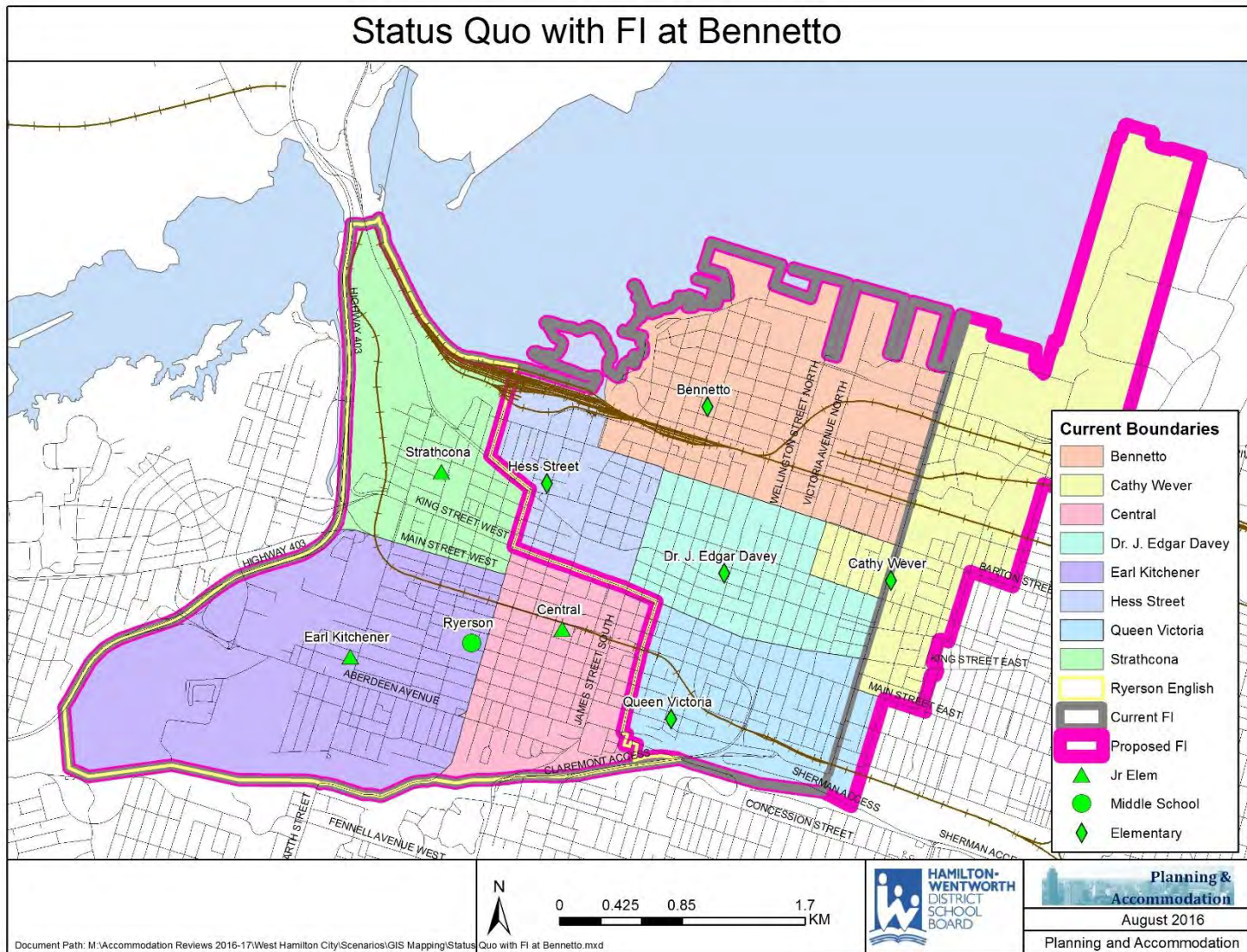


Figure 1: Idea A Map

## Projected Enrolment

See Table 2 below which illustrates the projected enrolment at each facility. The following enrolment projections display the idea being implemented for the 2019/2020 school year.

Status Quo	OTG	2020 OTG	Program	2016	2019	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto</b>	744	744	Eng (JK-8, SPED)	492	455	431	413	383	364	350	337	321
			FI (1-8)	0	47	67	89	111	132	154	161	167
			Total	492	501	498	502	493	496	504	498	488
			Utilization	66%	67%	67%	67%	66%	67%	68%	67%	66%
<b>Cathy Wever</b>	800	800	Eng (JK-8, SPED)	725	707	691	682	671	661	645	636	629
			Utilization	91%	88%	86%	85%	84%	83%	81%	79%	79%
<b>Central</b>	283	283	Eng (JK-5)	306	333	319	320	310	307	305	303	302
			Utilization	108%	118%	113%	113%	110%	108%	108%	107%	107%
<b>Dr. Davey</b>	816	816	(Eng (JK-8)	509	461	451	445	443	436	429	416	410
			Utilization	62%	57%	55%	54%	54%	53%	53%	51%	50%
<b>Earl Kitchener</b>	548	548	Eng (JK-5)	198	181	179	188	188	188	189	189	189
			FI (1-5)	366	323	318	300	304	308	311	308	307
			Total	564	504	497	488	493	497	500	497	496
			Utilization	103%	92%	91%	89%	90%	91%	91%	91%	91%
<b>Hess Street</b>	450	450	Eng (JK-8, SPED)	352	347	348	352	364	365	362	359	358
			Utilization	78%	77%	77%	78%	81%	81%	81%	80%	80%
<b>Queen Victoria</b>	758	758	Eng (JK-8, SPED)	557	559	576	579	575	581	570	571	571
			Utilization	73%	74%	76%	76%	76%	77%	75%	75%	75%
<b>Ryerson</b>	343	343	Eng (6-8, SPED)	206	205	221	209	209	208	221	214	210
			FI (6-8)	161	189	187	196	180	171	153	160	164
			POC (6-8)	43	32	27	24	21	23	20	19	18
			Total	410	426	434	429	410	402	394	392	393
			Utilization	120%	124%	127%	125%	120%	117%	115%	114%	114%
<b>Strathcona</b>	245	245	Eng (JK-5)	130	128	134	133	132	131	131	131	131
			POC (JK-5)	63	58	59	56	55	54	54	54	54
			Total	193	186	193	189	186	185	185	185	185
			Utilization	79%	76%	79%	77%	76%	75%	75%	75%	75%
<b>Total</b>	4,987	4,987	Total	4,108	4,025	4,007	3,985	3,947	3,929	3,894	3,856	3,832
			Utilization	82%	81%	80%	80%	79%	79%	78%	77%	77%
Excess Pupil Places				879	962	981	1,002	1,041	1,058	1,093	1,131	1,155
Notes: 1) FI phased in commencing with grade 1-3 in 2019, 2) Numbers between options fluctuate due to rounding 3) Enrolment Projections based on October 2016 Student Snapshot												

Table 2: Idea A Enrolment Projection

## Capital Investment

The capital investment required for Idea A is shown in Table 3 below. Idea A proposes no new changes except for the introduction of FI at Bennetto. Proposed accessibility, benchmark and renewal are as

stated in feasibility report at the schools. To address items in this idea, it is estimated to cost \$22.4 million. The funding available to address these costs would be from School Renewal Grant (SRG), and School Condition Improvement (SCI). For a complete breakdown of accessibility, benchmark and renewal please see the [feasibility study](#).

	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH AND URGENT RENEWAL COST	Total
Bennetto	\$502,031	\$126,563	\$2,085,676	\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400	\$325,244
Central	\$168,750	\$1,262,188	\$1,502,270	\$2,933,208
Dr Davey	\$126,563	\$168,750	\$0	\$295,313
Earl Kitchener	\$131,625	\$3,946,329	\$4,090,033	\$8,167,987
Hess Street	\$534,094	\$3,749,219	\$713,541	\$4,996,854
Queen Victoria	\$55,688	\$0	\$60,202	\$115,890
Ryerson	\$168,750	\$0	\$391,303	\$560,053
Strathcona	\$540,000	\$265,781	\$1,499,329	\$2,305,110
Total	\$2,356,595	\$9,687,580	\$10,369,754	\$22,413,929

Table 3: Idea A Capital Investment

### **Idea Rationale**

- All school communities retain a school
- Least disruptive for students
- Retains space at Bennetto for future new residential growth
- Opportunity to wait and see if government thinking on school closures or funding may change

### **3.2.2 Idea B - Balance Enrolment**

All schools remain open and there are proposed changes to school boundaries and programming. Bennetto introduces an FI 1-8 program. FI boundary changes for Earl Kitchener and Ryerson. Balancing FI and English enrolments is important.

- **Boundary Changes described on Map**
  - Amenable to further exploration/adjustments of boundary and/or program changes
- **Bennetto introduces a grade 1-8 FI program**
  - FI program begins with the introduction of grades 1-3
  - Bennetto's FI boundary encompasses the English boundaries of Hess (95%), Bennetto, Cathy Wever, Dr Davey, and Queen Victoria



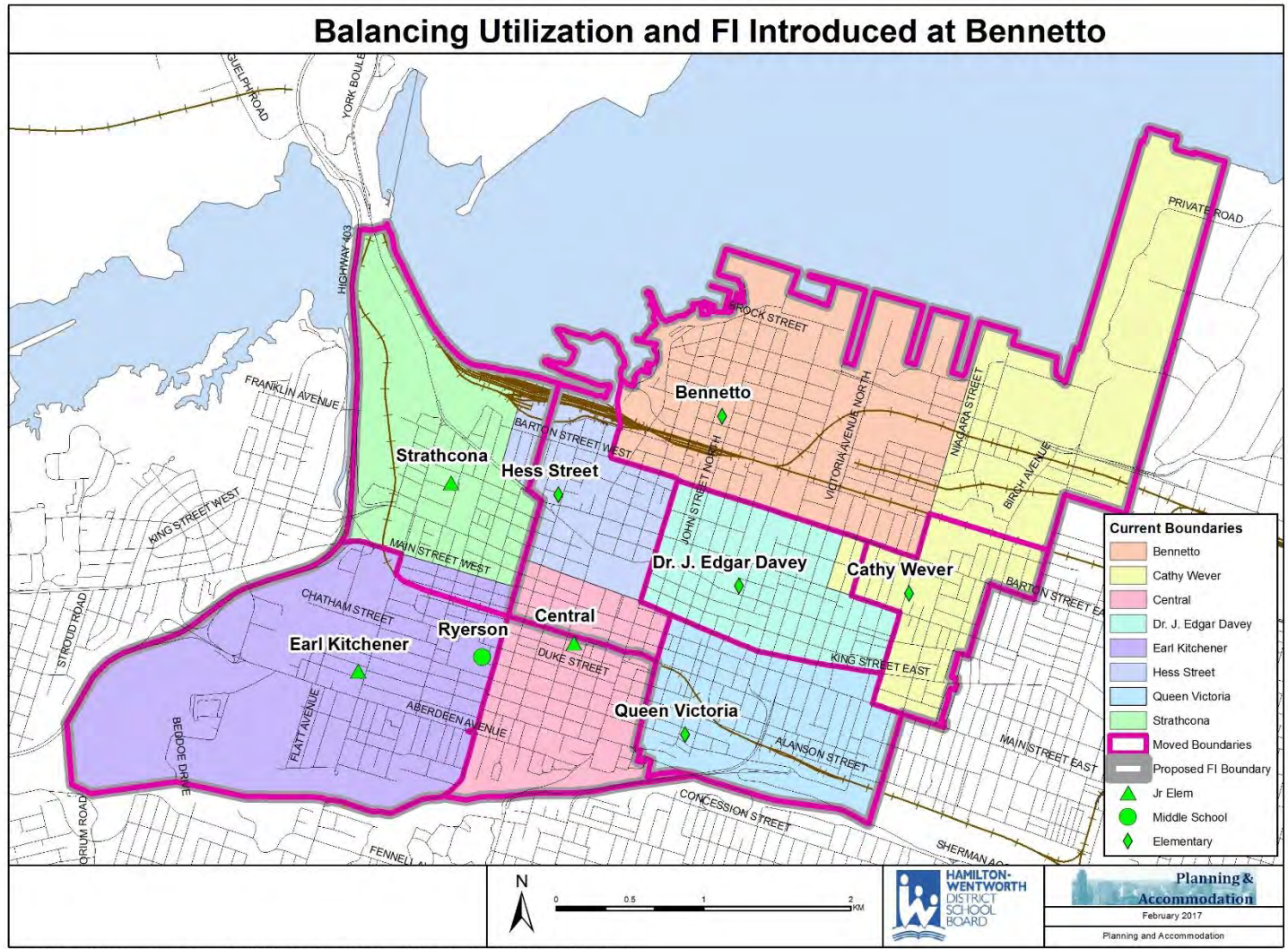


Figure 2: Idea B Map

## Projected Enrolment

See Table 4 below which illustrates the projected enrolment at each facility. The following enrolment projections display the idea being implemented for the 2019/2020 school year.

Idea B	OTG	2019 OTG	Program	2016	2019	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto</b>	744	744	Eng (JK-8, SPED)	492	494	461	441	408	388	375	360	343
			FI (1-8)	0	47	68	91	114	136	159	166	174
			Total	492	541	529	532	522	524	534	526	517
			Utilization	66%	73%	71%	71%	70%	70%	72%	71%	69%
<b>Cathy Wever</b>	800	800	Eng (JK-8, SPED)	725	643	637	635	627	619	601	599	592
			Utilization	91%	80%	80%	79%	78%	77%	75%	75%	74%
<b>Central</b>	283	283	Eng (JK-5)	306	301	290	290	282	279	278	276	274
			Utilization	108%	106%	102%	102%	100%	99%	98%	98%	97%
<b>Dr. Davey</b>	816	816	Eng (JK-8)	509	481	468	458	455	448	441	424	418
			Utilization	62%	59%	57%	56%	56%	55%	54%	52%	51%
<b>Earl Kitchener</b>	548	548	Eng (JK-5)	198	166	165	176	182	182	183	182	182
			FI (1_5)	366	318	311	291	293	297	299	296	296
			Total	564	485	477	467	475	478	481	478	478
			Utilization	103%	88%	87%	85%	87%	87%	88%	87%	87%
<b>Hess Street</b>	450	450	Eng (JK-8, SPED)	352	353	355	359	374	372	372	369	368
			Utilization	78%	79%	79%	80%	83%	83%	83%	82%	82%
<b>Queen Victoria</b>	758	758	Eng (JK-8, SPED)	557	559	576	579	575	581	570	571	571
			Utilization	73%	74%	76%	76%	76%	77%	75%	75%	75%
<b>Ryerson</b>	343	343	Eng (6-8)	206	205	216	206	201	205	217	214	210
			FI (6-8)	161	189	187	196	180	169	149	154	158
			POC (6-8)	43	32	27	24	21	23	21	20	20
			Total	410	426	429	426	402	397	387	387	388
			Utilization	120%	124%	125%	124%	117%	116%	113%	113%	113%
<b>Strathcona</b>	245	245	Eng (JK-5)	130	170	178	176	170	169	169	169	169
			POC (1-5)	63	60	61	59	58	58	58	58	58
			Total	193	230	238	235	228	227	227	227	227
			Utilization	79%	94%	97%	96%	93%	93%	93%	93%	93%
<b>Total</b>	4,987	4,987	Total	4,108	4,019	3,999	3,980	3,941	3,925	3,891	3,857	3,834
			Utilization	82%	81%	80%	80%	79%	79%	78%	77%	77%
Excess Pupil Places				879	968	988	1,007	1,046	1,062	1,096	1,130	1,154
Notes: 1) FI phased in commencing with grade 1-3 in 2019, 2) Numbers between options fluctuate due to rounding												
3) Enrolment Projections based on October 2016 Student Snapshot												

Table 4: Idea B Enrolment Projection

## Capital Investment

The capital investment required for Idea B is shown in Table 5 below. Idea B proposes changes to existing boundaries and the introduction of FI at Bennetto. Proposed accessibility, benchmark and renewal are as stated in feasibility report at the schools. To address items in this idea, it is estimated to cost \$22.4 million. The funding available to address these costs would be from School Renewal Grant (SRG), and School Condition Improvement (SCI).



	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH AND URGENT RENEWAL COST	Total
Bennetto	\$502,031	\$126,563	\$2,085,676	\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400	\$325,244
Central	\$168,750	\$1,262,188	\$1,502,270	\$2,933,208
Dr Davey	\$126,563	\$168,750	\$0	\$295,313
Earl Kitchener	\$131,625	\$3,946,329	\$4,090,033	\$8,167,987
Hess Street	\$534,094	\$3,749,219	\$713,541	\$4,996,854
Queen Victoria	\$55,688	\$0	\$60,202	\$115,890
Ryerson	\$168,750	\$0	\$391,303	\$560,053
Strathcona	\$540,000	\$265,781	\$1,499,329	\$2,305,110
Total	\$2,356,595	\$9,687,580	\$10,369,754	\$22,413,929

Table 5: Idea B Capital Investment

### **Idea Rationale**

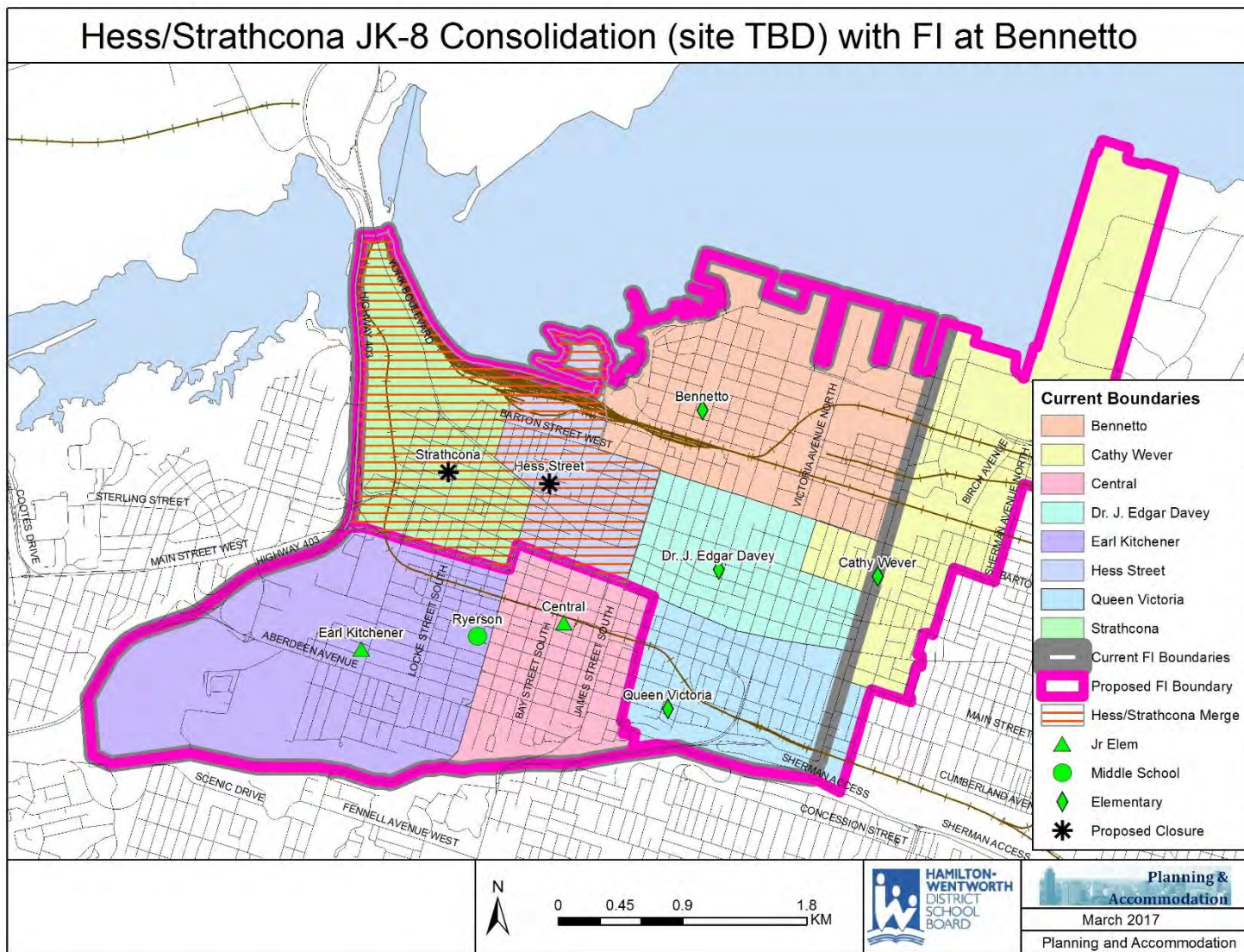
- All school communities retain a school
- Least disruptive for students
- Better balancing of enrolments
- Retains space at Bennetto for future new residential growth
- Opportunity to wait and see if government thinking on school closures or funding may change

### 3.2.3 Idea C – Hess and Strathcona Consolidation (JK-8)

Hess and Strathcona combine into a new school and Bennetto introduces FI. Hess and Strathcona would combine into a new JK-8 school on a site to be determined and Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3. Idea C could further explore boundary and/or program changes resulting in the new school being smaller.

- **Hess and Strathcona combine into a new JK-8 English school**
  - Site within current attendance areas
  - Suggested site Sir John A. Macdonald
    - Explore community hub modelling
  - French Immersion (FI) students in the new JK-8 boundary will become part of Bennetto's FI boundary
- **Bennetto introduces a grade 1-8 FI program**
  - FI program begins with the introduction of grades 1-3
  - Bennetto's FI boundary encompasses the English boundaries of the new school boundary (Hess and Strathcona), Bennetto, Cathy Wever, Dr Davey, and Queen Victoria

- **Earl Kitchener and Ryerson English and FI boundaries revised**
  - Earl Kitchener and Central graduate into Ryerson for English grade 6
  - Earl Kitchener's FI boundary include its own English boundary and Central's
  - Ryerson's English and FI boundaries encompass the English boundaries of Earl Kitchener and Central



Document Path: M:\Accommodation Reviews 2016-17\West Hamilton City\Scenarios\GIS Mapping\FI Analysis w Hess and Strathcona JK8 combined.mxd

Figure 3: Idea C Map

### Projected Enrolment

See Table 6 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 projected to be a realistic schedule for the project could be completed.

Idea C	OTG	Proposed OTG	Program	2016	2020	2021	2022	2023	2024	2025	2026
Bennetto	744	744	Eng (JK-8,SPED)	492	431	413	383	364	350	337	321
			FI (1-8)	0	83	107	130	154	178	180	183
			Total	492	514	520	513	518	528	518	504
			Utilization	66%	69%	70%	69%	70%	71%	70%	68%
Cathy Wever	800	800	Eng (JK-8)	725	691	682	671	661	645	636	629
			Utilization	91%	86%	85%	84%	83%	81%	79%	79%
Central	283	283	Eng (JK-5)	306	319	320	310	307	305	303	302
			Utilization	108%	113%	113%	110%	108%	108%	107%	107%
Dr. Davey	816	816	Eng (JK-8)	509	451	445	443	436	429	416	408
			Utilization	62%	55%	54%	54%	53%	53%	51%	50%
Earl Kitchener	548	548	Eng (JK-5)	198	179	188	188	188	189	189	189
			FI (1-5)	366	304	284	291	298	300	298	297
			Total	564	482	471	479	487	490	487	486
			Utilization	103%	88%	86%	87%	89%	89%	89%	89%
Hess Street	450		Eng (JK-8)	352	0	0	0	0	0	0	0
			Utilization	78%	0%	0%	0%	0%	0%	0%	0%
Queen Victoria	758	758	Eng (JK-8)	557	576	579	575	581	570	571	571
			Utilization	73%	76%	76%	76%	77%	75%	75%	75%
Ryerson	343	343	Eng (6-8, SPED)	206	195	169	173	167	180	174	172
			FI (6-8)	161	187	196	176	162	142	151	159
			POC (6-8)	43	27	24	21	23	20	19	18
			Total	410	408	389	370	351	342	343	349
			Utilization	120%	119%	113%	108%	102%	100%	100%	102%
Strathcona	245		Eng (JK-5)	130	0	0	0	0	0	0	0
			POC (JK-5)	63							
			Total	193							
			Utilization	79%	0%	0%	0%	0%	0%	0%	0%
New School		600	Eng (JK-8)		511	529	536	542	537	533	531
			POC (JK-5)		59	56	55	54	54	54	54
			Total		570	586	591	596	592	588	585
			Utilization		95%	98%	98%	99%	99%	98%	97%
Total	4,987	4,892		4,108	4,011	3,991	3,953	3,936	3,900	3,861	3,833
				82%	82%	82%	81%	80%	80%	79%	78%

Excess Pupil Places 879 882 901 940 956 992 1,031 1,059

Notes: 1) FI phased in commencing with grade 1-3 in 2019, 2) Numbers between options fluctuate due to rounding 3) Enrolment Projections based on October 2016 Student Snapshot

Table 6: Idea C Enrolment Projection

## **Capital Investment**

The capital investment required for Idea C is shown in Table 7 below. Idea C proposes new 600 pupil place JK-8 school on a site to be determined. Proposed accessibility, benchmark and renewal are as stated in feasibility report at the remaining schools. To address items in this idea, it is estimated to cost \$27.9 million. The funding available to address accessibility, benchmark and renewal would be from School Renewal Grant (SRG), School Condition Improvement (SCI). New school construction due to school consolidation would be eligible for proposal submissions under the School Consolidation Capital grant or Capital Priority grant.

	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH AND URGENT RENEWAL COST	NEW SCHOOL	Total
Bennetto	\$502,031	\$126,563	\$2,085,676		\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400		\$325,244
Central	\$168,750	\$1,262,188	\$1,502,270		\$2,933,208
Dr Davey	\$126,563	\$168,750	\$0		\$295,313
Earl Kitchener	\$131,625	\$3,946,329	\$4,090,033		\$8,167,987
Hess Street					\$0
Queen Victoria	\$55,688	\$0	\$60,202		\$115,890
Ryerson	\$168,750	\$0	\$391,303		\$560,053
Strathcona					\$0
Site TBD				\$12,830,451	\$12,830,451
Total	\$1,282,501	\$5,672,580	\$8,156,884	\$12,830,451	\$27,942,416

\* if necessary site acquisition, demolition, or site prep costs are additional costing

Table 7: Idea C Capital Investment

## **Idea Rationale**

- Improved learning environments for students (i.e. Hess)
- All school communities retain a school
- Potential for community hub
- Better balancing of enrolments
- Potential for larger playground
- Retains space at Bennetto for future new residential growth

### **3.2.4 Idea D – Hess and Strathcona Consolidation (JK-5)**

Hess and Strathcona combine into a new school and Bennetto Introduces FI. Hess and Strathcona would combine into a new JK-5 school on a site to be determined and Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.

- **Hess and Strathcona combine into a new JK-5 English school**
  - Site within current attendance areas
  - Suggested site Sir John A. Macdonald
    - Explore community hub modelling
  - French Immersion (FI) students in the new JK-5 boundary will become part of Bennetto's FI boundary
  
- **Bennetto introduces a grade 1-8 FI program**
  - FI program begins with the introduction of grades 1-3
  - Bennetto's FI boundary encompasses the English boundaries of the new school boundary (Hess and Strathcona), Bennetto, Cathy Wever, Dr Davey, and Queen Victoria
  
- **Earl Kitchener and Ryerson English and FI boundaries revised**
  - Earl Kitchener, Central, new school (Hess and Strathcona) graduate into Ryerson for English grade 6
    - Construction of 9 new classrooms at Ryerson (includes replacing the 4 portables on site)
  - Earl Kitchener's FI boundary include its own English boundary and Central's
  - Ryerson's English encompass the English boundaries of Earl Kitchener, Central, and the new school (Hess and Strathcona)
  - Ryerson's FI boundaries encompass the English boundaries of Earl Kitchener and Central



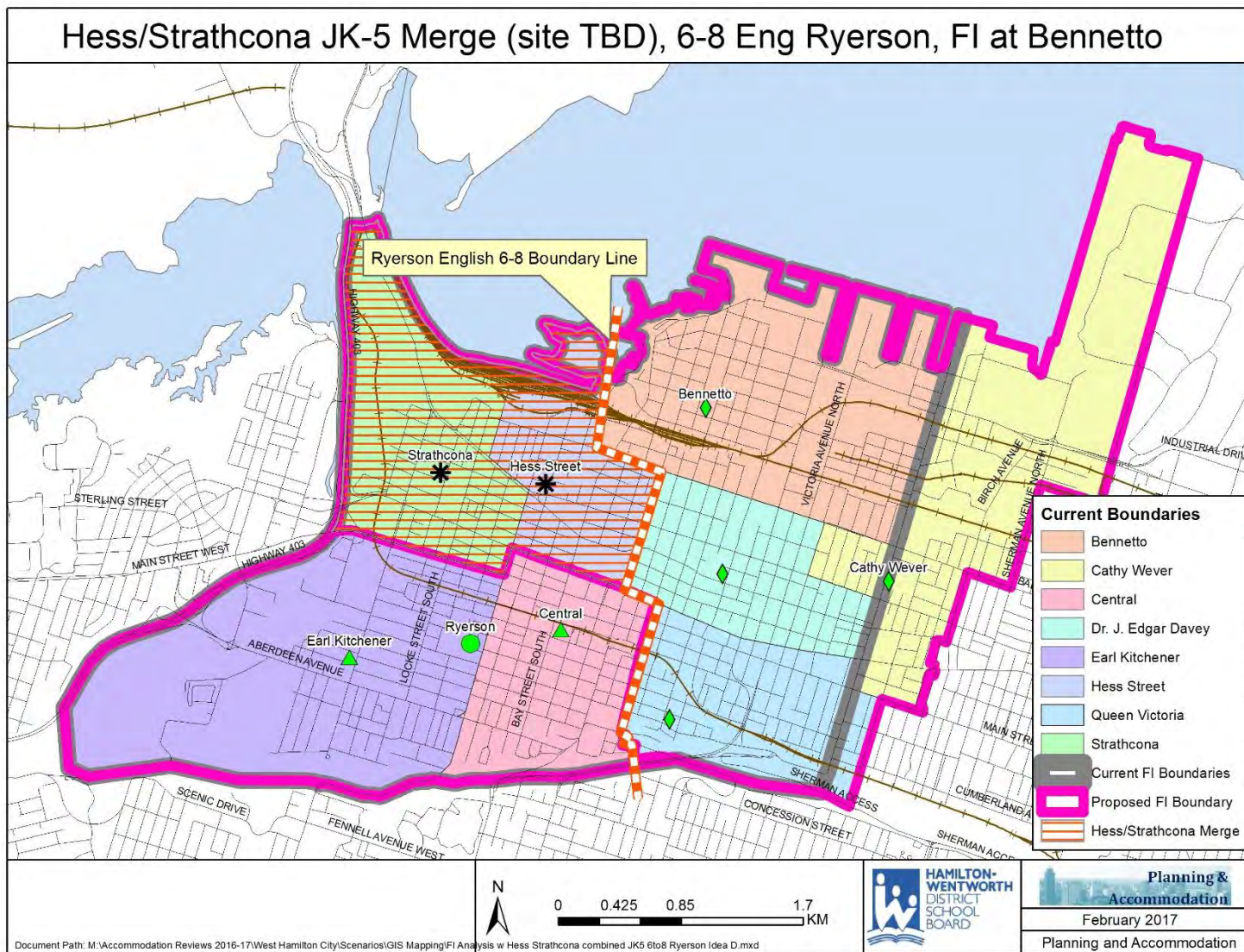


Figure 4: Idea D Map

### Projected Enrolment

See Table 8 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 projected to be a realistic schedule for the project could be completed.

Idea D	OTG	2019 OTG	Program	2016	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto</b>	744	744	Eng (JK-8,SPED)	492	431	413	383	364	350	337	321
			FI (1-8)	0	83	107	130	154	178	180	183
			Total	492	514	520	513	518	528	518	504
			Utilization	66%	69%	70%	69%	70%	71%	70%	68%
<b>Cathy Wever</b>	800	800	Eng (JK-8,SPED)	725	691	682	671	661	645	636	629
			Utilization	91%	86%	85%	84%	83%	81%	79%	79%
<b>Central</b>	283	283		306	319	320	310	307	305	303	302
			Utilization	108%	113%	113%	110%	108%	108%	107%	107%
<b>Dr. Davey</b>	816	816	Eng (JK-8)	509	451	445	443	436	429	416	410
				62%	55%	54%	54%	53%	53%	51%	50%
<b>Earl Kitchener</b>	548	548	Eng (JK-5)	198	179	188	188	188	189	189	189
			Fi (1-5)	366	304	284	291	298	300	298	297
			Total	564	482	471	479	487	490	487	486
			Utilization	103%	88%	86%	87%	89%	89%	89%	89%
<b>Hess Street</b>	450		Eng (JK-8,SPED)	352	0	0	0	0	0	0	0
			Utilization	78%	0%	0%	0%	0%	0%	0%	0%
<b>Queen Victoria</b>	758	758	Eng (JK-8,SPED)	557	576	579	575	581	570	571	571
			Utilization	73%	76%	76%	76%	77%	75%	75%	75%
<b>Ryerson</b>	343	550	Eng (6-8)	206	271	291	305	307	319	310	305
			FI (6-8)	161	187	196	176	162	142	151	159
			POC (6-8)	43	27	24	21	23	20	19	18
			Total	410	485	511	501	491	481	479	482
			Utilization	120%	88%	93%	91%	89%	87%	87%	88%
<b>Strathcona</b>	245		Eng (JK-5)	130	0	0	0	0	0	0	0
			POC (JK-5)	63							
			Total	193							
			Utilization	79%	0%	0%	0%	0%	0%	0%	0%
<b>New School</b>		480	Eng (JK-5, SPED)		426	392	389	387	387	387	387
			POC (JK-5)		59	56	55	54	54	54	54
			Total		485	449	444	441	441	441	441
			Utilization		101%	93%	92%	92%	92%	92%	92%
<b>Total</b>	4,987	4,979	Total	4,108	4,002	3,976	3,937	3,921	3,888	3,850	3,825
			Utilization	82%	80%	80%	79%	79%	78%	77%	77%
Excess Pupil Places				879	977	1,003	1,042	1,058	1,091	1,129	1,155
Notes: 1) FI phased in commencing with grade 1-3 in 2019, 2) Numbers between options fluctuate due to rounding 3) Enrolment Projections based on October 2016 Student Snapshot											

Table 8: Idea D Enrolment Projection



## **Capital Investment**

The capital investment required for Idea D is shown in Table 9 below. Idea D proposes new 480 pupil place JK-5 school on a site to be determined. Proposed accessibility, benchmark and renewal are as stated in feasibility report at the remaining schools. To address items in this idea, it is estimated to cost \$31.4 million. The funding available to address these costs would be from School Renewal Grant (SRG), and School Condition Improvement (SCI). New school construction due to school consolidation would be eligible for proposal submissions under the School Consolidation Capital grant or Capital Priority grant.

	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH AND URGENT RENEWAL COST	NEW SCHOOL	ADDITION/RENOVATION	Total
Bennetto	\$502,031	\$126,563	\$2,085,676			\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400			\$325,244
Central	\$168,750	\$1,262,188	\$1,502,270			\$2,933,208
Dr Davey	\$126,563	\$168,750	\$0			\$295,313
Earl Kitchener	\$131,625	\$3,946,329	\$4,090,033			\$8,167,987
Hess Street						\$0
Queen Victoria	\$55,688	\$0	\$60,202			\$115,890
Ryerson	\$168,750	\$0	\$391,303		\$5,665,520	\$6,225,573
Strathcona						\$0
Site TBD				\$10,648,849		\$10,648,849
Total	\$1,282,501	\$5,672,580	\$8,156,884	\$10,648,849	\$5,665,520	\$31,426,334

\* if necessary site acquisition, demolition, or site prep costs are additional costing

Table 9: Idea D Capital Investment

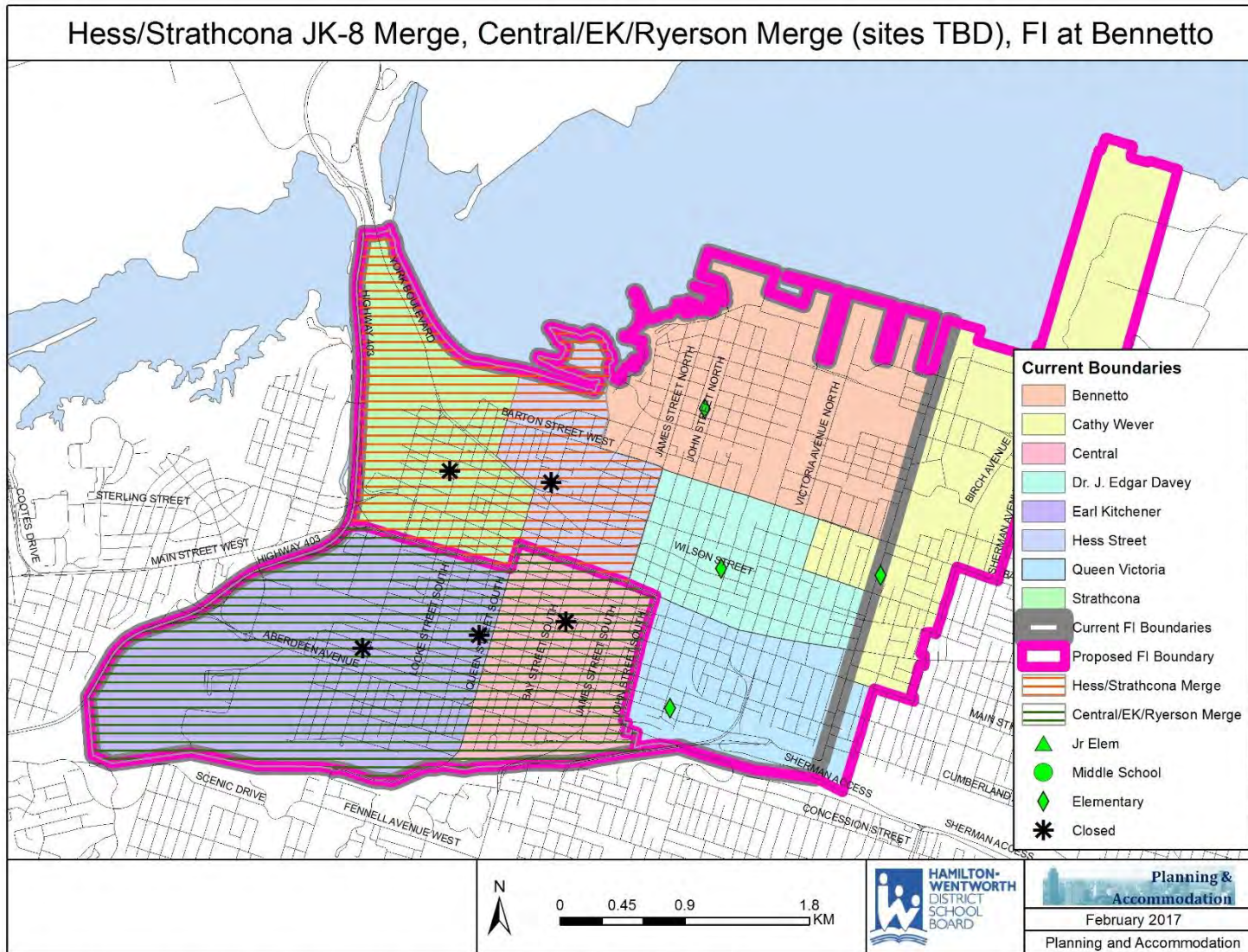
## **Idea Rationale**

- Improved learning environments for students (i.e. Hess)
- All school communities retain a school
- Potential for community hub
- Better balancing of enrolments
- Potential for larger playground
- Retains space at Bennetto for future new residential growth
- Retention of JK-5/6-8 model for Strathcona students
- Enrolment excess at Ryerson designed to precipitate discussion of investing capital at Ryerson – a new facility or an addition

### 3.2.5 Idea E – Hess and Strathcona (JK-8) Consolidation, Central/Earl Kitchener/Ryerson (2 JK-8 schools) Consolidation

Hess and Strathcona Combine into a new school. Central, Earl Kitchener, and Ryerson populations are divided into 2 new schools. Bennetto Introduces FI: Hess and Strathcona would combine into a new JK-8 school on a site to be determined; Central, Earl Kitchener, and Ryerson would be divided in 2 new JK – 8 schools; Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3.

- **Hess and Strathcona combine into a new JK-8 English school**
  - Site within current attendance areas
  - Suggested site Sir John A. Macdonald
    - Explore community hub modelling
  - French Immersion (FI) students in the new JK-8 boundary will become part of Bennetto’s FI boundary
- **Central, Earl Kitchener, and Ryerson into two new JK-8 English dual track schools**
  - Enrolments are distributed evenly
  - POC (6-8) at one location
  - Site within current attendance areas
- **Bennetto introduces a grade 1-8 FI program**
  - FI program begins with the introduction of grades 1-3
  - Bennetto’s FI boundary encompasses the English boundaries of the new school boundary (Hess and Strathcona), Bennetto, Cathy Wever, Dr Davey, and Queen Victoria



Document Path: M:\Accommodation Reviews 2016-17\West Hamilton City\Scenarios\GIS Mapping\Hess\_Strathcona JK8 Central\_EK\_Ryerson FI\_Benn Idea E.mxd

Figure 5: Idea E 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.

Idea E	OTG	2019 OTG	Program	2016	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto</b>	744	744	Eng (JK-8,SPED)	492	431	413	383	364	350	337	321
			FI (1-8)	0	83	107	130	154	178	180	183
			Total	492	514	520	513	518	528	518	504
			Utilization	66%	69%	70%	69%	70%	71%	70%	68%
<b>Cathy Wever</b>	800	800	Eng (JK-8)	725	691	682	671	661	645	636	629
			Utilization	91%	86%	85%	84%	83%	81%	79%	79%
<b>Central</b>	283		Eng (JK-5)	306							
			Utilization	108%							
<b>Dr. Davey</b>	816	816	Eng (JK-8)	509	451	445	443	436	429	416	410
			Utilization	62%	55%	54%	54%	53%	53%	51%	50%
<b>Earl Kitchener</b>	548		Eng (JK-5)	198							
			FI (1-5)	366							
			Total	564							
			Utilization	103%							
<b>Hess Street</b>	450		Eng (JK-8)	352							
			Utilization	78%							
<b>Queen Victoria</b>	758	758	Eng (JK-8)	557	576	579	575	581	570	571	571
			Utilization	73%	76%	76%	76%	77%	75%	75%	75%
<b>Ryerson</b>	343		Eng (6-8, SPED)	206							
			FI (6-8)	161							
			POC (6-8)	43							
			Total	410							
			Utilization	120%							
<b>Strathcona</b>	245		Eng (JK-5)	130							
			POC (JK-5)	63							
			Total	193							
			Utilization	79%							
<b>New School - Hess/Strathcona</b>		600	Eng (JK-8)		511	529	536	542	537	533	531
			POC (JK-5)		59	56	55	54	54	54	54
			Total		570	586	591	596	592	588	585
			Utilization		95%	98%	98%	99%	99%	98%	97%
<b>New School Cen/EK/Ryerson</b>		600	ENG (JK-8, SPED)		346	338	336	331	337	333	331
			FI (1-8)		245	240	233	230	221	225	228
			POC (6-8)		27	24	21	23	20	19	18
			Total		618	602	590	583	578	576	577
			Utilization		103%	100%	98%	97%	96%	96%	96%
<b>New School Cen/EK/Ryerson</b>		600	ENG (JK-8, SPED)		346	338	336	331	337	333	331
			FI (1-8)		245	240	233	230	221	225	228
			Total		591	578	569	561	558	557	559
			Utilization		99%	96%	95%	93%	93%	93%	93%
<b>Total</b>	4,987	4,918		4,108	4,011	3,991	3,953	3,936	3,900	3,861	3,836
				82%	82%	81%	80%	80%	79%	79%	77%
<b>Excess Pupil Places</b>				879	908	927	966	982	1,018	1,057	1,083
Notes: 1) FI phased in commencing with grade 1-3 in 2019, 2) Numbers between options fluctuate due to rounding											
3) Enrolment Projections based on October 2016 Student Snapshot, 4) New school numbers for Cen/EK/Ryerson are not based on defined boundaries - numbers only											

Table 10: Idea E Enrolment Projection

## Capital Investment

The capital investment required for Idea E is shown in Table 11 below. Idea E proposes 3 new 600 pupil place JK-8 schools on sites to be determined. Proposed accessibility, benchmark and renewal are as stated in feasibility report at the remaining schools. The funding available to address these costs would be from School Renewal Grant (SRG), and School Condition Improvement (SCI). To address items in this idea, it is estimated to cost \$41.9 million. New school construction due to school consolidation would be eligible for proposal submissions under the School Consolidation Capital grant or Capital Priority grant.

	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH AND URGENT RENEWAL COST	NEW SCHOOL #1	NEW SCHOOL #2	NEW SCHOOL #3	Total
Bennetto	\$502,031	\$126,563	\$2,085,676				\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400				\$325,244
Central							\$0
Dr Davey	\$126,563	\$168,750	\$0				\$295,313
Earl Kitchener							\$0
Hess Street							\$0
Queen Victoria	\$55,688	\$0	\$60,202				\$115,890
Ryerson							\$0
Strathcona							\$0
Site TBD				\$12,830,451			\$12,830,451
Site TBD					\$12,830,452		\$12,830,452
Site TBD						\$12,830,452	\$12,830,452
Total	\$813,376	\$464,063	\$2,173,278	\$12,830,451	\$12,830,452	\$12,830,452	\$41,942,072

\* if necessary site acquisition, demolition, or site prep costs are additional costing

Table 11: Idea E Capital Investment

## Idea Rationale

- Improved learning environments for students
- Potential for community hubs
- Better balancing of enrolments
- Potential for larger playgrounds
- Retains space at Bennetto for future new residential growth

## Timelines

All ideas follow the same basic timelines. Timelines are dependent (where applicable) on project scope, funding, site plan approval, demolition/building permits and other regulatory approvals. Funding applications are completed on a bi-annual basis and the proposed projects may require multiple applications which would affect the proposed timelines.

Phases	Timelines
<b>Phase 1: Accommodation review</b>	6 months
<b>Phase 2: Funding Application Process</b>	9-12 months
<b>Phase 3: Pre-Construction - Regulatory Approvals, Consultation Process and Project Planning</b>	12 -18 months
<b>Phase 4: Construction – Abatement, Demolition, Site Remediation and Construction of Facility</b>	18 months
<b>Phase 5: Occupancy</b>	September - 2020

Table 12: Proposed Timelines

### 3.3 Ideas and Consensus

The advisory committee, having acknowledged the challenges in achieving 100% consensus on ideas due to the number of schools (and variables) involved within the review area, completed an exercise called dot-‘mocracy’. The committee members were provided 3 coloured stickers and asked to place them next to the ideas in order of - favourable, less favourable, and least favourable. The intent of the exercise was to determine the level of consensus on the favourability of Ideas A thru E and the Initial Staff Option. Three main points emerged from the exercise that the committee wishes to express to trustees:

1. The desire is to keep all schools open
2. Should trustees decisions not represent retaining all current schools, the following ideas (listed previously) were most supported;
  - Idea B
  - Idea C
3. There was strong opposition of the Initial Staff Option. The committee also stated their confidence that the community voice expressed this as well.

## 4. Public Meetings

As per HWDSB’s Pupil Accommodation Review Policy two public meetings were held for the West Hamilton City Review. The first public meeting was held on January 11, 2017 at Sir John A. Macdonald High School and recorded 174 public attendees. The meeting began with a welcome and introductions which transitioned into a presentation from HWDSB staff. The presentation reviewed the accommodation review process, initial staff report, initial option and school information profiles.

After the presentation, attendees were engaged in facilitated feedback on their vision of community and schools. Seated at tables of 10-15 people, a facilitator led groups through 3 guiding questions. The purpose of the small group conversation and facilitation were to ensure each community member’s voice is heard. Feedback was recorded by the facilitator and at the end of the evening the facilitator shared the top points the table group discussed.



The public meeting feedback was recorded and then review by the Evidence-Based Education and Services Team to determine key themes. Additional factors the public suggested the advisory committee consider can be found in on [HWDSB's website](#) and is summarized in Section 3 of this report.

Public Meeting #2 was held on March 8, 2017 at Sir John A. Macdonald High School and had 84 recorded public attendees. The meeting began with a welcome and introductions, the purpose of an accommodation review, the role and work of the advisory committee, answering questions from the community - which then transitioned into the review of five advisory committee created accommodation ideas.

The attendees broke into groups to examined the five advisory committee ideas. There were poster sized descriptions and details of the accommodation ideas at all tables. Attendees were encouraged to discuss the ideas in the context of 3 questions with a facilitator. The questions were:

1. Looking at each idea one by one, what do you think of each idea?
2. Is there an idea you prefer, and why?
3. What are the three most important things to address at your school? Identify the school.

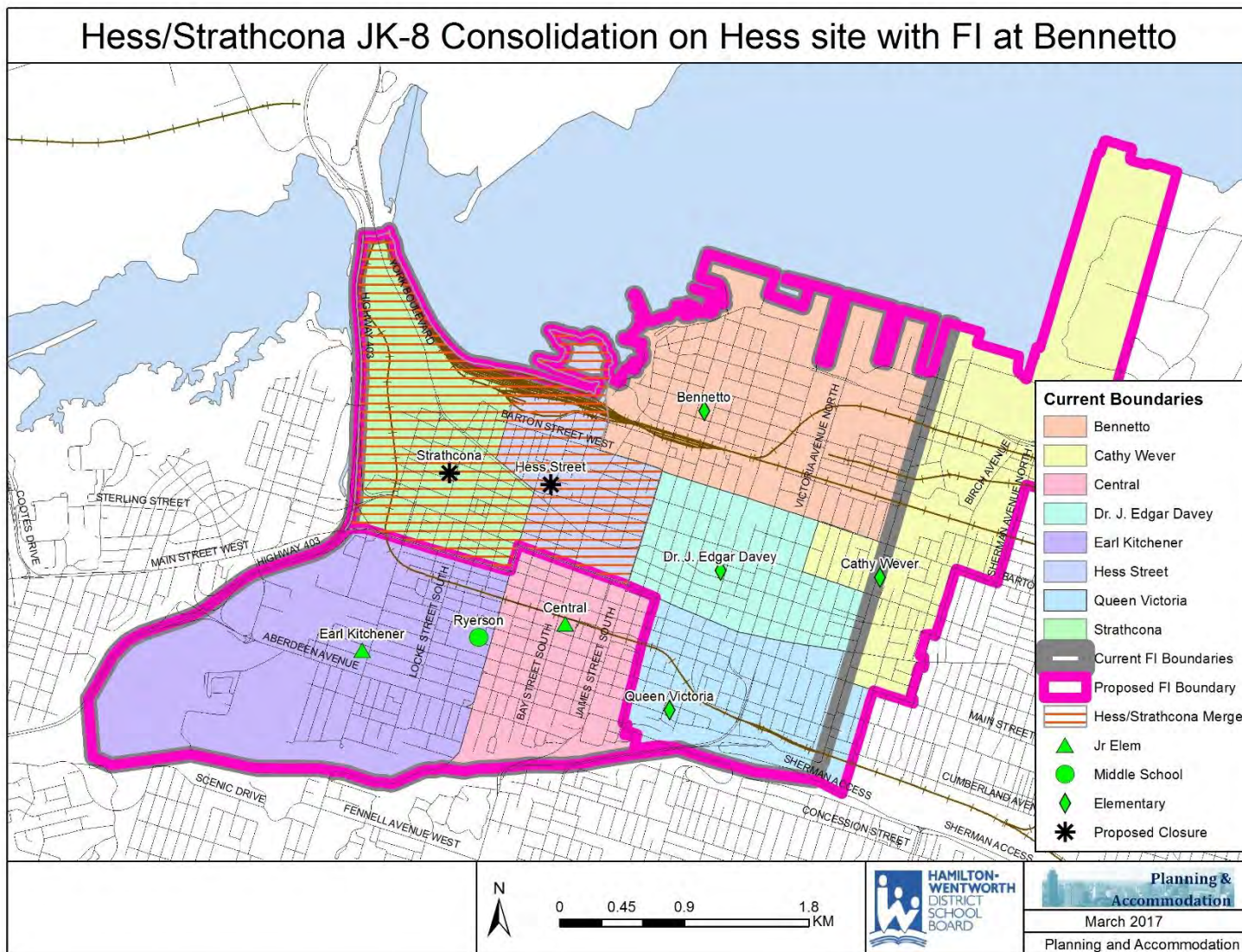
The summary of responses to the questions of the five ideas can be found [here](#). At the end of the evening staff reviewed the next steps in the accommodation review process which includes the interim final report, delegation night and final Trustee proposals.

For complete recaps of the public meetings please see the [minutes](#) on HWDSB's website.

## 5. Staff Recommendation

Hess and Strathcona combine into a new school and Bennetto introduces FI. Hess and Strathcona would combine into a new JK-8 school on the Hess school site and Bennetto would begin a grade 1-8 FI program starting with the introduction of grades 1-3

- **Hess and Strathcona combine into a new JK-8 English school**
  - On the Hess school site
  - French Immersion (FI) students in the new JK-8 boundary will become part of Bennetto's FI boundary
- **Bennetto introduces a grade 1-8 FI program commencing September 2018**
  - FI program begins with the introduction of grades 1-3
  - Bennetto's FI boundary encompasses the English boundaries of the new school boundary (Hess and Strathcona), Bennetto, Cathy Wever, Dr Davey, and Queen Victoria
- **Earl Kitchener and Ryerson English and FI boundaries revised**
  - Earl Kitchener and Central graduate into Ryerson for English grade 6 to 8
  - Earl Kitchener's FI boundary include its own English boundary and Centrals' boundary
  - Ryerson's English and FI boundaries encompass the English boundaries of Earl Kitchener and Central



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Figure 6: Staff Recommended Option Map



**Staff Recommendation Projected Enrolment**

See Table 13 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 projects could be completed.

	OTG	Proposed OTG	Program	2016	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto</b>	744	744	Eng (JK-8,SPED)	492	431	413	383	364	350	337	321
			FI (1-8)	0	83	107	130	154	178	180	183
			Total	492	514	520	513	518	528	518	504
			Utilization	66%	69%	70%	69%	70%	71%	70%	68%
<b>Cathy Wever</b>	800	800	Eng (JK-8)	725	691	682	671	661	645	636	629
			Utilization	91%	86%	85%	84%	83%	81%	79%	79%
<b>Central</b>	283	283	Eng (JK-5)	306	319	320	310	307	305	303	302
			Utilization	108%	113%	113%	110%	108%	108%	107%	107%
<b>Dr. Davey</b>	816	816	Eng (JK-8)	509	451	445	443	436	429	416	408
			Utilization	62%	55%	54%	54%	53%	53%	51%	50%
<b>Earl Kitchener</b>	548	548	Eng (JK-5)	198	179	188	188	188	189	189	189
			FI (1-5)	366	304	284	291	298	300	298	297
			Total	564	482	471	479	487	490	487	486
			Utilization	103%	88%	86%	87%	89%	89%	89%	89%
<b>Hess Street</b>	450		Eng (JK-8)	352	0	0	0	0	0	0	0
			Utilization	78%	0%	0%	0%	0%	0%	0%	0%
<b>Queen Victoria</b>	758	758	Eng (JK-8)	557	576	579	575	581	570	571	571
			Utilization	73%	76%	76%	76%	77%	75%	75%	75%
<b>Ryerson</b>	343	343	Eng (6-8, SPED)	206	195	169	173	167	180	174	172
			FI (6-8)	161	187	196	176	162	142	151	159
			POC (6-8)	43	27	24	21	23	20	19	18
			Total	410	408	389	370	351	342	343	349
			Utilization	120%	119%	113%	108%	102%	100%	100%	102%
<b>Strathcona</b>	245		Eng (JK-5)	130	0	0	0	0	0	0	0
			POC (JK-5)	63							
			Total	193							
			Utilization	79%	0%	0%	0%	0%	0%	0%	0%
<b>New School</b>		600	Eng (JK-8)		511	529	536	542	537	533	531
			POC (JK-5)		59	56	55	54	54	54	54
			Total		570	586	591	596	592	588	585
			Utilization		95%	98%	98%	99%	99%	98%	97%
<b>Total</b>	4,987	4,892		4,108	4,011	3,991	3,953	3,936	3,900	3,861	3,833
				82%	82%	82%	81%	80%	80%	79%	78%
Excess Pupil Places				879	882	901	940	956	992	1,031	1,059

Notes: 1) FI phased in commencing with grade 1-3 in 2019, 2) Numbers between options fluctuate due to rounding 3) Enrolment Projections based on October 2016 Student Snapshot

Table 13: Staff Recommended Option Enrolment Projections

### **Staff Recommendation Capital Investment**

The current capital investment required for accessibility, benchmark, and high & urgent renewal needs for this group of schools is found in Table 16 below. To address these capital needs, the estimated cost is \$22.4 million. For a complete cost breakdown for the current capital needs, please see the [feasibility study](#). The funding available to address these costs is from SRG and SCI Ministry of Education grants. The total amount given to cover all board facility needs was \$31.4 million in 2016-2017.

	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH AND URGENT RENEWAL COST	Total
Bennetto	\$502,031	\$126,563	\$2,085,676	\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400	\$325,244
Central	\$168,750	\$1,262,188	\$1,502,270	\$2,933,208
Dr Davey	\$126,563	\$168,750	\$0	\$295,313
Earl Kitchener	\$131,625	\$3,946,329	\$4,090,033	\$8,167,987
Hess Street	\$534,094	\$3,749,219	\$713,541	\$4,996,854
Queen Victoria	\$55,688	\$0	\$60,202	\$115,890
Ryerson	\$168,750	\$0	\$391,303	\$560,053
Strathcona	\$540,000	\$265,781	\$1,499,329	\$2,305,110
Total	\$2,356,595	\$9,687,580	\$10,369,754	\$22,413,929

Table 14: Status Quo Capital Investment Needs

The capital investment required for the staff recommendation is shown in Table 15 below. The recommendation proposes a new 600 pupil place JK-8 school on the Hess site. Proposed accessibility, benchmark and renewal for the remaining schools are as stated in feasibility report. To address these items and a new school, it is estimated to cost \$30.9 million. New school construction due to school consolidation would be eligible for proposal submissions under the Capital Priority or School Consolidation Capital grants.

	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH&URGENT RENEWAL COST	NEW SCHOOL	SITE PREP/DEMO COST	TOTAL
Bennetto	\$502,031	\$126,563	\$2,085,676			\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400			\$325,244
Central	\$168,750	\$1,262,188	\$1,502,270			\$2,933,208
Dr Davey	\$126,563	\$168,750	\$0			\$295,313
Earl Kitchener	\$131,625	\$3,946,329	\$4,090,033			\$8,167,987
Hess Street				\$12,830,451	\$3,000,000	\$15,830,451
Queen Victoria	\$55,688	\$0	\$60,202			\$115,890
Ryerson	\$168,750	\$0	\$391,303			\$560,053
Strathcona						\$0
Total	\$1,282,501	\$5,672,580	\$8,156,884	\$12,830,451	\$3,000,000	\$30,942,416

Table 15: Staff Recommended Option Capital Investment

The staff recommended option would remove over \$5 million in renewal backlog (all identified renewal) and \$1 million in accessibility needs for the schools in this planning area. The benchmark costs would decrease by approximately \$4 million.

### **Staff Recommendation Rationale**

The purpose of the staff recommendation is to align West Hamilton City schools with the Board approved [Long-Term Facilities Master Plan Guiding Principles](#) and attempt to meet the criteria of the School Consolidated Capital Funding.

- Improved learning environments
- *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery
- *School Capacity* – the proposed school have a capacity of 500 to 600 students, which creates two to three classes for each grade
- *School Grade/Organization* –Kindergarten to Grade 8 facilities
- Reduction of two facilities from inventory
- Reduction of \$5 million in renewal needs
- New buildings will improve accessibility and energy efficiency

The following is staff’s rationale for closing the facilities proposed in the staff recommendation.

Closure of Hess:

- Open concept school not conducive to student learning
- Facility lacks appropriate sized Full-Day Kindergarten rooms, gym, library, and resource space
- Overall small enrolment - 352 students

Closure of Strathcona:

- Overall small enrolment - 193 students
- Strathcona has an FCI of 44%
- JK-5 school
- Facility lacks appropriate sized office and resource space

## 5.1 Proposed Timelines

Phases	Timelines
Phase 1: Accommodation review	6 months
Phase 2: 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	September-December 2020

Table 16: Proposed Timelines

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

## 5.2 Alternative Staff Recommendation

Staff, having experience with capital funding business case requests to the Ministry of Education, believe it to be prudent to provide an alternative recommendation for Trustee consideration. It is therefore suggested that if the staff recommendation (Section 5.0) not be successful in receiving funding by Spring of 2019, that the following alternative recommendation be implemented:

Hess and Dr Davey consolidate into Dr Davey. The introduction of FI at Bennetto would have already commenced in September 2018 with the introduction of grades 1-3 FI.

- **Hess and Dr Davey consolidate into Dr Davey for September 2019**
  - Hess students to Dr Davey (95%)
  - Hess students to Strathcona (5%)
  - French Immersion (FI) students in the new consolidation will become part of Bennetto's FI boundary
- **Bennetto introduces a grade 1-8 FI program commencing September 2018** (no change from staff recommendation)
  - FI program begins with the introduction of grades 1-3
  - Bennetto's FI boundary encompasses the English boundaries of the new consolidated boundary (Hess and Dr Davey), Bennetto, Cathy Wever, Dr Davey and Queen Victoria.
- **Earl Kitchener and Ryerson English and FI boundaries revised** (no change from staff recommendation)
  - Earl Kitchener, Central, and Strathcona graduate into Ryerson for English grade 6
  - Earl Kitchener's FI boundary include its own English boundary, Central's, and Strathcona's
  - Ryerson's English and FI boundaries encompass the English boundaries of Earl Kitchener, Central, and Strathcona

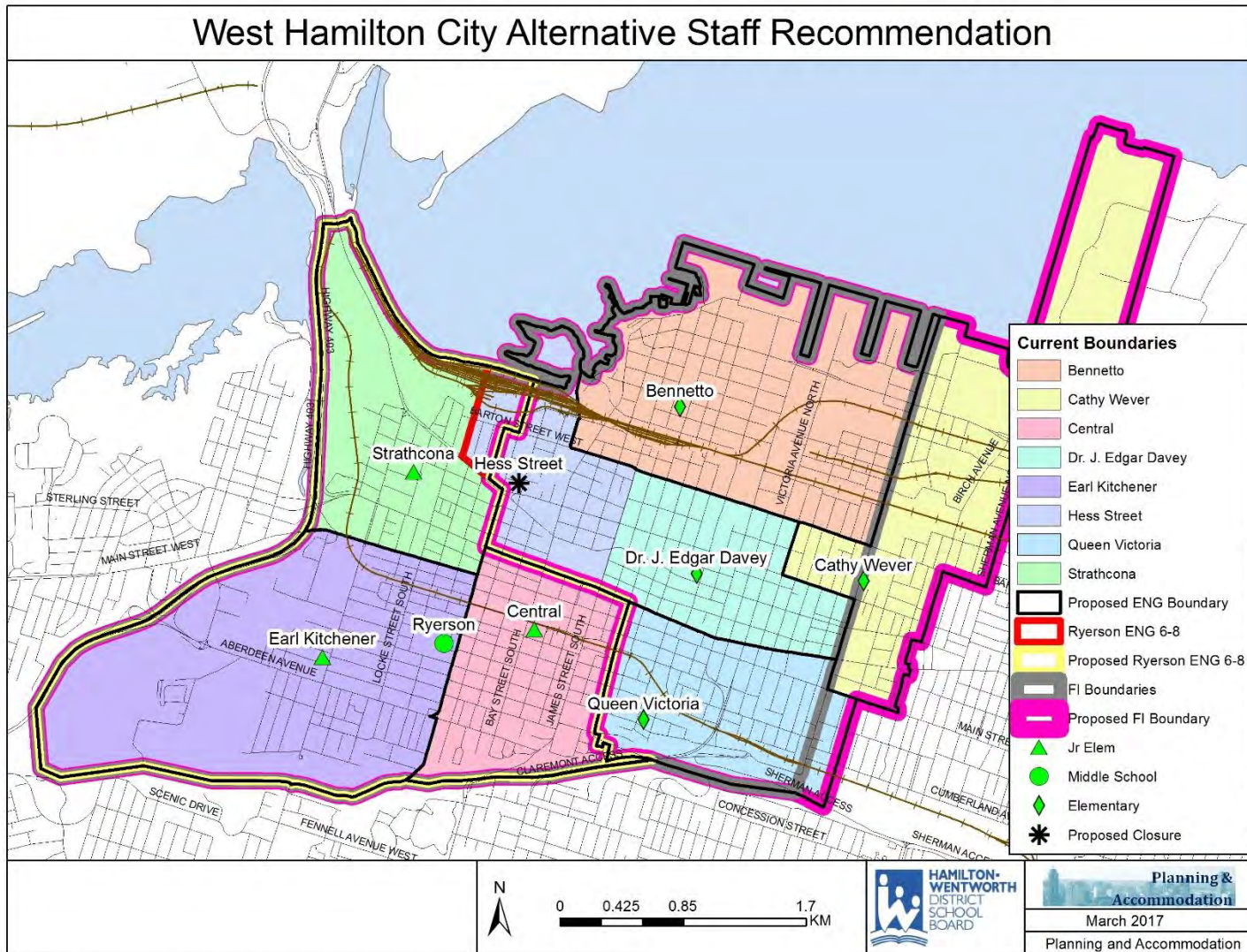


Figure 7: Alternative Staff Recommendation Map



### Alternative Staff Recommendation Projected Enrolment

See Table 17 below which illustrates the projected enrolment at each facility. The following enrolment projections display an implementation for the 2019/2020 school year.

	OTG	2019 OTG	Program	2016	2019	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto</b>	744	744	Eng (JK-8,SPED)	492	466	442	424	394	375	361	348	332
			FI (1-8)	0	47	67	89	111	132	154	161	172
			Total	492	512	509	513	504	507	515	509	504
			Utilization	66%	69%	68%	69%	68%	68%	69%	68%	68%
<b>Cathy Wever</b>	800	800	Eng (JK-8,SPED)	725	707	691	682	671	661	645	636	629
			Utilization	91%	88%	86%	85%	84%	83%	81%	79%	79%
<b>Central</b>	283	283	Eng (JK-5)	306	333	319	320	310	307	305	303	302
			Utilization	108%	118%	113%	113%	110%	108%	108%	107%	107%
<b>Dr. Davey</b>	816	816	Eng (JK-8)	509	787	778	776	786	780	770	754	745
			Utilization	62%	96%	95%	95%	96%	96%	94%	92%	91%
<b>Earl Kitchener</b>	548	548	Eng (JK-5)	198	181	179	188	188	188	189	189	189
			FI (1-5)	366	323	318	300	304	308	311	308	307
			Total	564	504	497	488	493	497	500	497	496
			Utilization	103%	92%	91%	89%	90%	91%	91%	91%	91%
<b>Hess Street</b>	450		Eng (JK-8,SPED)	352								
			Utilization	78%								
<b>Queen Victoria</b>	758	758	Eng (JK-8,SPED)	557	559	576	579	575	581	570	571	571
			Utilization	73%	74%	76%	76%	76%	77%	75%	75%	75%
<b>Ryerson</b>	343	343	Eng (6-8,SPED)	206	205	221	209	209	208	221	214	209
			FI (6-8)	161	189	187	196	180	171	153	160	166
			POC (6-8)	43	32	27	24	21	23	20	19	18
			Total	410	426	434	429	410	402	394	392	394
			Utilization	120%	124%	127%	125%	120%	117%	115%	114%	115%
<b>Strathcona</b>	245	245	Eng (JK-5)	130	138	144	143	142	141	141	141	141
			POC (JK-5)	63	58	59	56	55	54	54	54	54
			Total	193	196	203	200	197	195	195	195	195
			Utilization	79%	80%	83%	81%	80%	80%	80%	80%	80%
<b>Total</b>	4,987	4,537		4,108	4,025	4,007	3,985	3,947	3,929	3,894	3,856	3,836
			Utilization	82%	89%	88%	88%	87%	87%	86%	85%	85%
<b>Excess Pupil Places</b>				879	512	531	552	591	608	643	681	701
Notes: 1) FI phased in commencing with grade 1-3 in 2018, 2) Numbers between options fluctuate due to rounding 3) Enrolment Projections based on October 2016 Student Snapshot												

Table 17: Alternative Staff Recommendation Enrolment Projections

### **Alternative Staff Recommendation Capital Investment**

It is estimated there will be no business case submission to the Ministry of Education for new capital investment through the School Consolidation Capital grants program. The funding available to address accessibility, benchmark and renewal at the remaining schools would be from School Renewal Grant (SRG), School Condition Improvement (SCI).

### **Alternative Staff Recommendation Rationale**

The purpose of the staff recommendation is to align West Hamilton City schools with the Board approved [Long-Term Facilities Master Plan Guiding Principles](#) and attempt to meet the criteria of the School Consolidated Capital Funding.

- Improved learning environments
- *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery
- *School Capacity of 500 – 600*: the removal of a school with a capacity less than 500 to 600 students, which lessens the ability of creating two to three classes for each grade
- *School Grade/Organization* –Kindergarten to Grade 8 facilities
- Reduction of one facilities from inventory
- Reduction of \$2.5 million in renewal needs

The following is staff's rationale for alternative staff recommendation.

Closure of Hess:

- Open concept school not conducive to student learning.
- Facility lacks appropriate sized Full-Day Kindergarten rooms, gym, library, and resource space.
- Overall small enrolment - 352 students.
- Excess capacity in nearby schools
- Placing the students at Dr Davey (as apposed to Bennetto, as in the Initial Option) addresses concerns by the committee and community of accommodating potential students from proposed new residential development. Bennetto will have more available space with Hess students directed to Dr Davey.

## 6.0 Programming

Any recommendation approved by Trustees which result in new builds or 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.

## 7.0 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.



Notice of Motion – Temporary Student Accommodations  
Submitted by Trustee Pattison  
Board – April 10, 2017

**Whereas:**

Across our Province, parents have expressed their desire for walkable schools for their children in large numbers. In Hamilton, we have situations where school boundary lines restrict the ability to walk to school for families who can hear the school bell from their homes or see the playground from the bedroom windows.

**Whereas:**

Every year we find many schools classified closed to out-of-catchment causing undue stress on families which affects their mental and physical health, the perception of our brand, and loss of students to other boards.

**Whereas:**

We need to be able to react to accommodation pressures by developing a plan that removes barriers for families so that children can attend schools in their own communities and create stronger bonds with students who they naturally interact with in their neighborhoods whether at community centres, after school programming, or in local parks and spaces. This could include rolling out portables, and/or reviewing all school boundary lines, giving consideration for circular boundaries based on eligible walking distances.

**Be it Resolved:**

- A. That staff be directed, to explore options for temporary short or long term pupil accommodation to limit or ultimately avoid out-of-catchment caps, and;
- B. That this research include providing full details of any and all related costs associated with installation, removal, and storage of portable school rooms, and;
- C. That staff provide a cost and time estimate to review all school sites to determine how many portables can fit on any given site, whether there is hydro ready to tie into, or if poles, hydro lines, etcetera need to be constructed to allow for a portable, and;
- D. That staff provide details on time to install a portable if all utilities are in place from the moment one is requested, and subsequently time to remove and relocate an existing HWDSB portable to a different site with the same utility conditions being met, and;
- E. That following the above research, staff prepare a report illustrating a yearly plan over x number of years, including a budget. This report could potentially include site plans for each school, identifying where portables exist currently and their end of life estimate or where new ones could potentially be placed, where hydro would be installed and the estimated cost associated with this work, and an accommodation percentage for when staff would recommend placing schools on the yearly plan to prepare these sites for future quick portable installation.