



# Ancaster and West Hamilton City Pupil Accommodation Review Trustee Questions

Monday May 29, 2017



# Ancaster

Ancaster Senior, CH Bray, Fessenden, Queen's Rangers  
and Rousseau



1. Describe the multi-phased approach to the final recommended option for Ancaster – include holding school and proposed timelines
  - Transition planning and timelines will vary with the funding allocations by the Ministry of Education
  - Proposed Transition:
    1. Conversion of Ancaster Senior to JK-8 Facility to accommodate Fessenden/Ancaster Senior Students
    2. Use of Fessenden/Queen's Rangers as holding school during construction of CH Bray school
    3. Use of Fessenden as holding school during construction of Rousseau school



1. Describe the multi-phased approach to the final recommended option for Ancaster – include holding school and proposed timelines

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

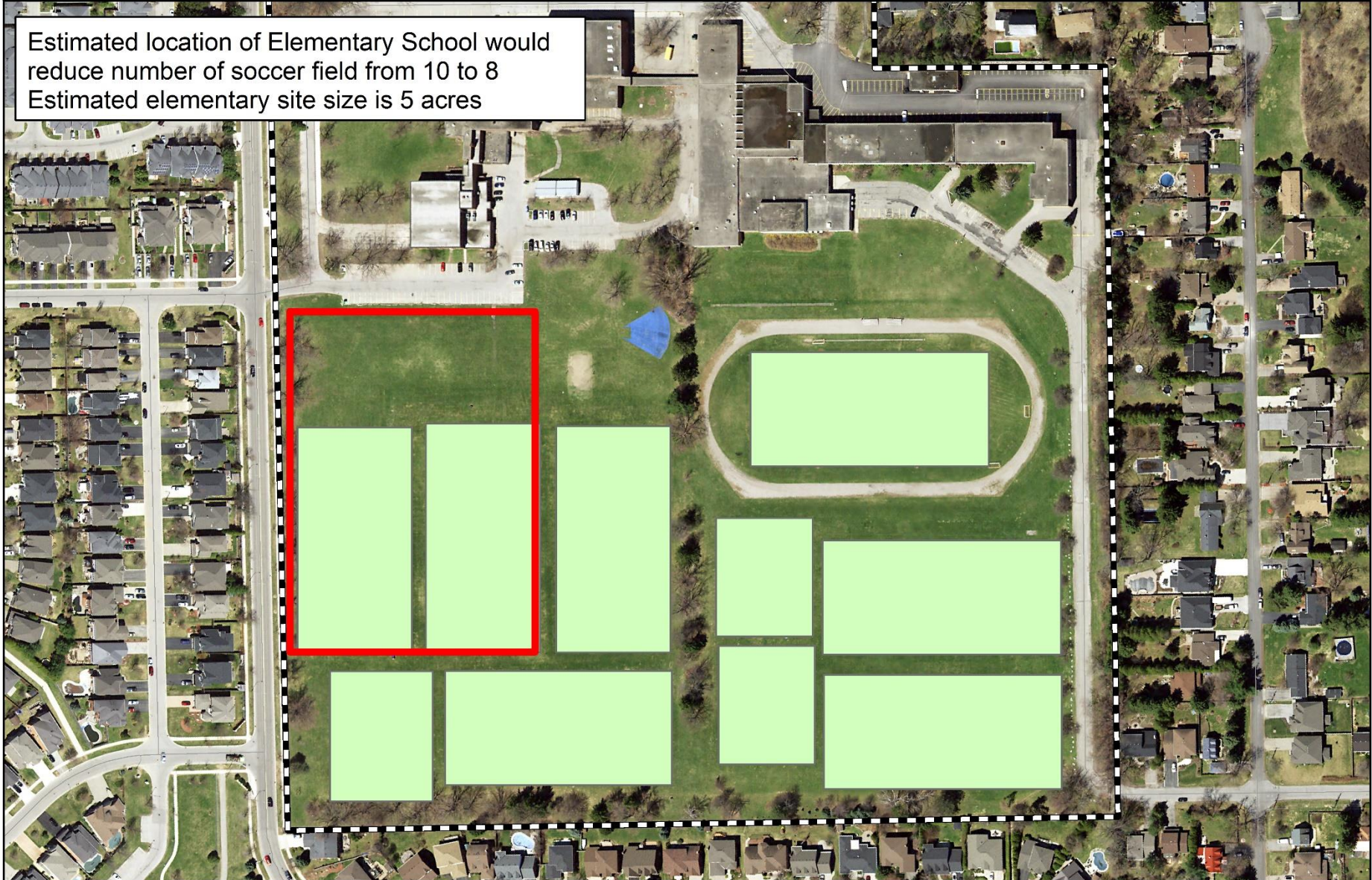



2. How does the construction of an elementary school on Ancaster High effect community use of fields?



# Ancaster High - Soccer Fields

Estimated location of Elementary School would reduce number of soccer field from 10 to 8  
Estimated elementary site size is 5 acres



 5 +/- Acre Site

 Existing Soccer Field

 Property Line



0 30 60 120 Meters



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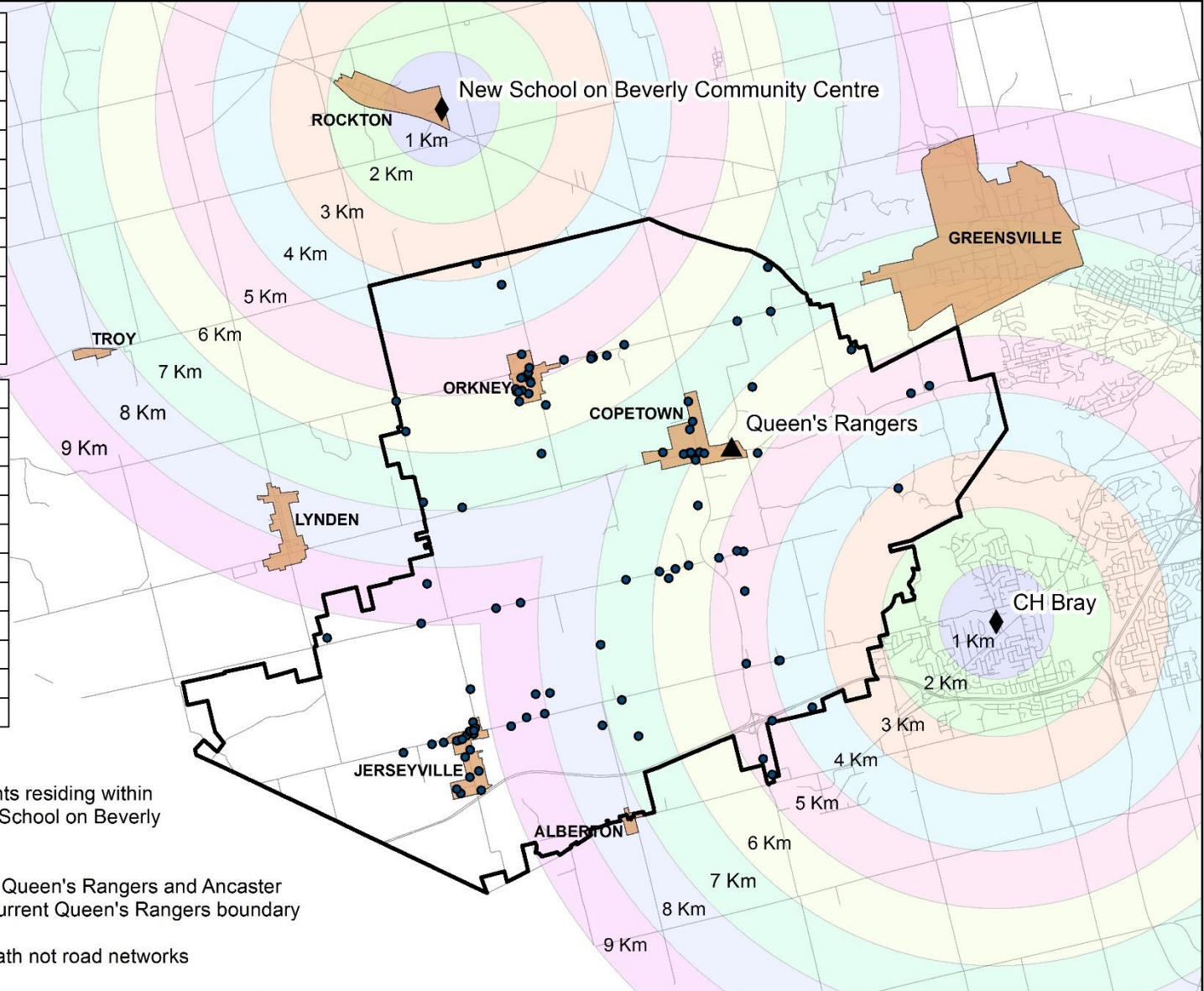
3. Proximity of Queen's Rangers Students to CH Bray, Queen's Rangers and New School on Beverly Community Centre?



# Queen's Rangers Student Proximity to Beverly Community Centre and CH Bray

New School on Beverly Central		
Distance	Count	%
0-1 Km	0	0%
1-2 Km	0	0%
2-3 Km	1	1%
3-4 Km	4	2%
4-5 Km	12	7%
5-6 Km	25	16%
6-7 Km	13	8%
7-8 Km	15	9%
8-9 Km	18	11%
9 + Km	76	47%

CH Bray		
Distance	Count	%
0-1 Km	0	0%
1-2 Km	0	0%
2-3 Km	1	1%
3-4 Km	5	3%
4-5 Km	15	9%
5-6 Km	18	11%
6-7 Km	21	13%
7-8 Km	6	4%
8-9 Km	24	15%
9 + Km	71	44%



Charts indicate the number of students residing within distances of both CH Bray and New School on Beverly Community Centre.

Students in this analysis include K-8 Queen's Rangers and Ancaster Senior students residing within the current Queen's Rangers boundary

Analysis completed using shortest path not road networks

 Queen's Ranger Boundary  
 Rural Settlement Area

Source: Rural Settlement Area - City of Hamilton



0 1 2 4 Kilometers



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4. What if there is residential growth in Ancaster and a developer purchases the existing farm land, creating an influx in students in the area – is there a plan for this?

- The existing farm land and rural area surround Queen's Rangers is outside Hamilton's urban boundary and within the Greenbelt protected area
- It is unlikely that a large residential development would be created based on these factors
- If these factors were to change, large scale residential development would require designated school sites in plan of subdivision

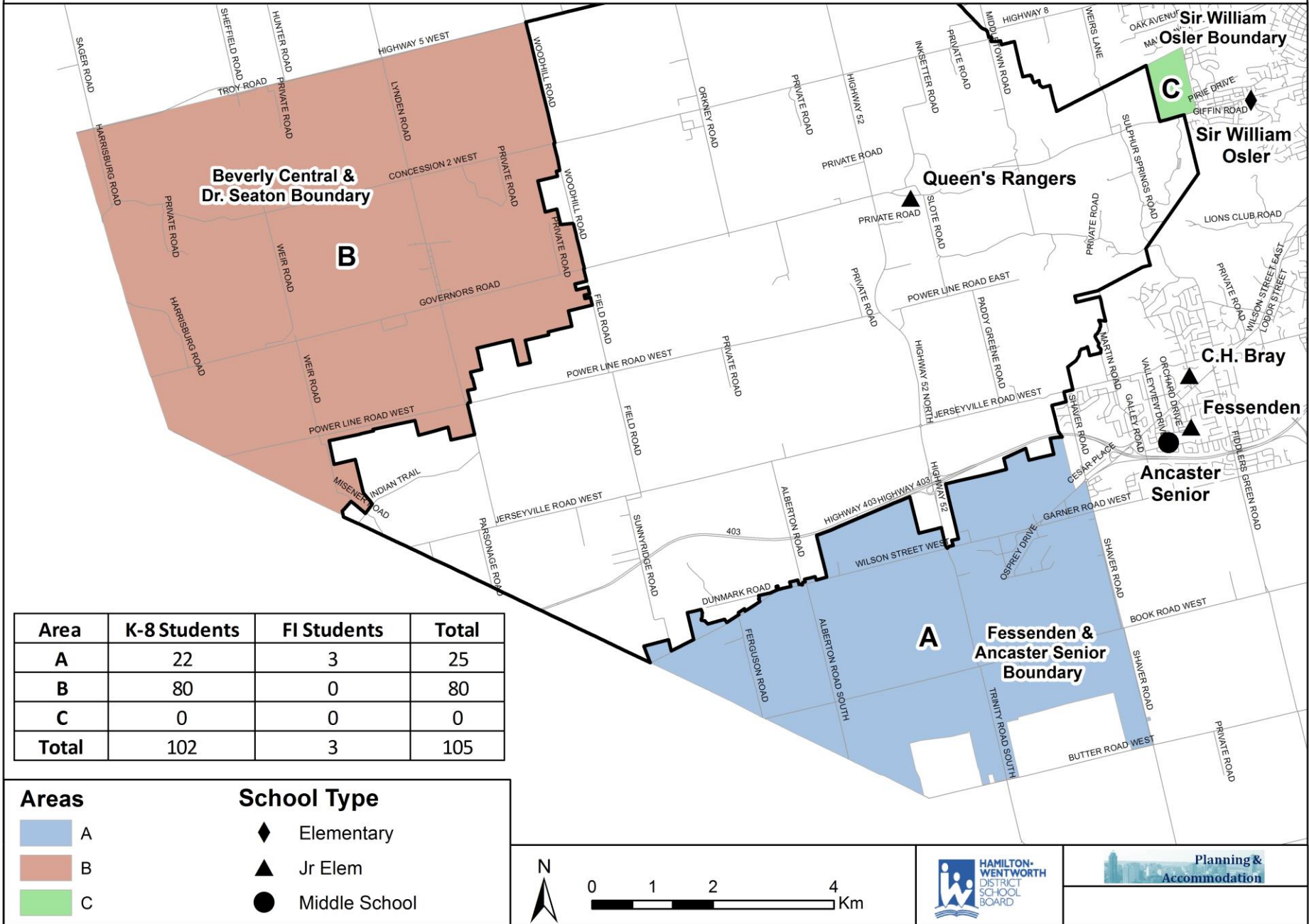


5. Considering a boundary review/increase in catchment, how many children would attend Queens Rangers from grades K-8 if boundaries are extended to

- A. Book road (west of Wilson)
- B. Weir road, Hwy #5
- C. Closer to Dundas on Governor's Road

Please show both English and French students

# Queen's Rangers and Surrounding Areas





6. If Queen's Rangers were to become a K-8 school, what is the likelihood of split classes and triple split classes?

- Combined classes (split classes) are not made based solely on enrolment
- We generally do not combine triple grades





7. If Queen's Rangers remains open will it be in the red or black as per the Ministry's funding model?

- Queen's Rangers would remain in the red
- With current enrolment we do not receive full funding for the principal and the administrative assistant since it is less than 150 students
- Operational funding is based on a calculation which includes enrolment as a factor



8. If Queen's Rangers remains open as a K-8 AND a boundary review is conducted between Beverly Central, what is the remaining school population? What is the likelihood of split classes and triple split classes? Will this school be in the red or black as per the Ministry's funding model?

- The remaining school enrolment would be determined by the boundary consultation
- Combined classes (split classes) are not made based on enrolment and triple split grades are rare
- Any further reduction of Queen's Rangers enrolment would increase the operational and administrative funding deficit



# West Hamilton City

Bennetto, Cathy Wever, Central, Dr. Davey, Earl Kitchener,  
Hess Street, Queen Victoria, Ryerson and Strathcona



1. Please provide the research showing data that when students of mixed socio-economic backgrounds, both groups have increased student achievement.

- Hamilton Community Foundation- [Income and School Performance in Hamilton](#)

“Mixing the levels of low income within school boundaries may be one method to help create school populations that score (EQAO) better overall.”

“Given the geography of Hamilton, there is certain areas of the city where mixing is easier to achieve such as the escarpment.....”

*Centre for Community Studies, 2013*

- [Erasing inequality in Hamilton schools](#) – Hamilton Spec Article 2012
- The Century Foundation - Housing Policy Is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland <https://tcf.org/assets/downloads/tcf-Schwartz.pdf>





## 2. Are there areas in the current boundaries that can be adjusted to better meet the goal of mixed communities?

- Small boundary adjustments are possible, but likely not to the extent that would influence 'mix communities' substantially
- The West Hamilton planning area consists City Wards 1, 2, and part of 3. Ward profiles (social and economic) can be examined on the [City of Hamilton website](#). Social Planning and Research Council of Hamilton also has material on [community characteristics](#)
- Consideration should be given that any movement of boundaries will impact the enrolments from where you are taking the students, potentially impacting utilizations
- The school populations and the communities effected by the proposed recommendation (Hess and Strathcona) will increase diversity



3. With specialized programming – are the programs diversified?

## 2. FOCUS PROGRAMS

**Recommendation:** That the currently existing focus programs listed are kept open, maintained and reviewed every two years to determine the continued interest and viability of the programs, according to the criteria listed below.

<b>PROGRAM</b>	<b>CURRENT LOCATION</b>
Hockey Program	Tapleytown
Mandarin (Language Transition Program)	Cootes Paradise
Sage	Strathcona
Sagequest	Ryerson
Sports Academy; Basketball	R.A.Riddell
Sports Academy	Hillcrest

### **Viability Criteria for Maintaining Optional Programs:**

- Program maintains the original intent /mandate of the program
- Sufficient student enrolment to assign a teacher
- Ontario Curriculum is embedded in the delivery model
- Feasibility of maintaining on-going operating costs, including fees to external organizations
- Continuation of exemplary program delivery and sustainability

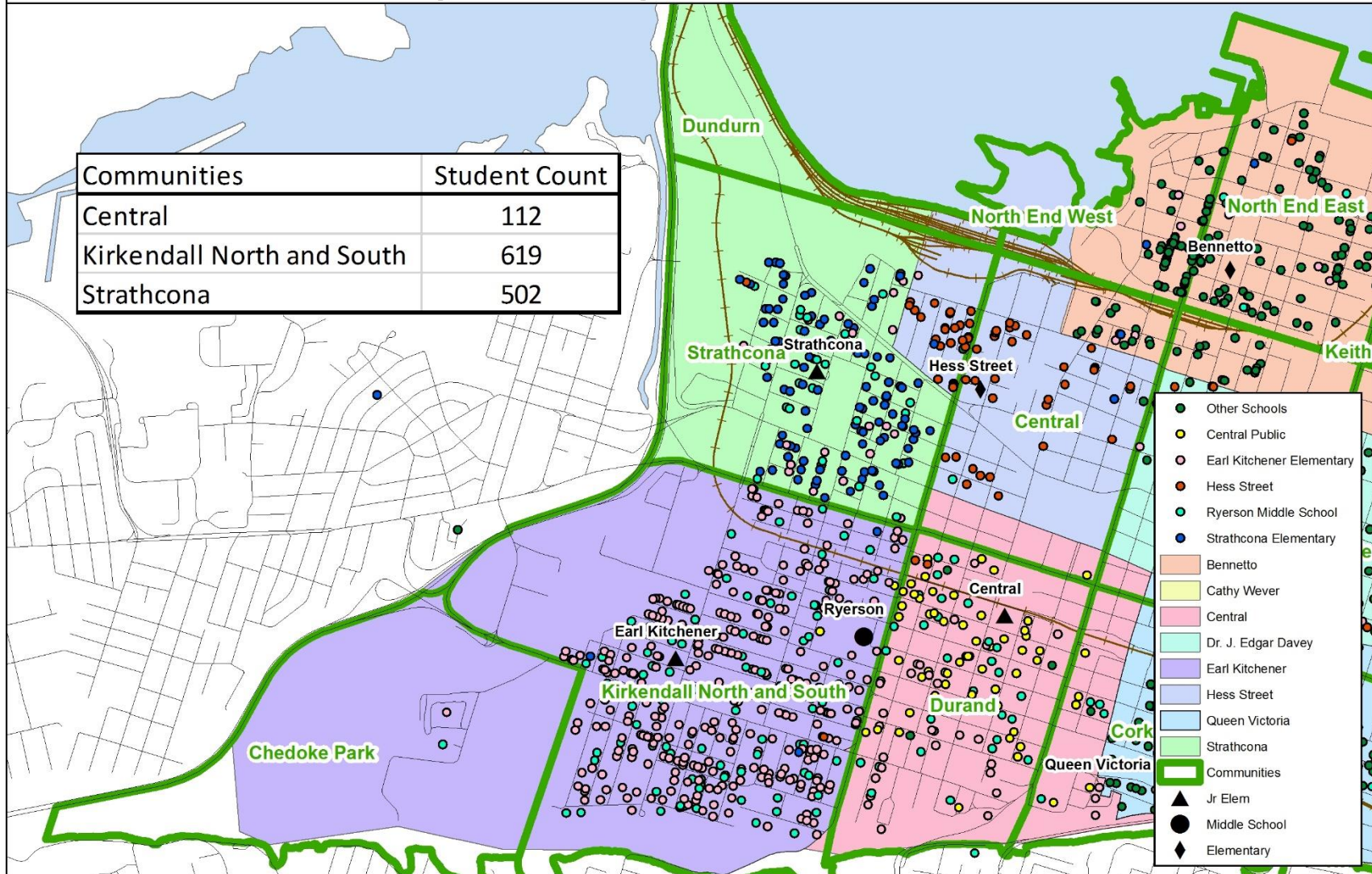
To ensure equity of access, all schools are working to meet the interests of students through experiential learning as part of regular programming.



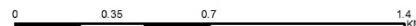
4. Please show the Hess and Strathcona community boundaries as defined by the City – where the students reside. Please provide the names of the communities which the City refers to them as.



# West Hamilton City Community Counts - Strathcona East and South



October 2016 Student Data



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5. What is the cost of a status quo option for West Hamilton vs. the staff recommendation? Costs to maintain buildings etc.

## Status Quo Accessibility, Benchmark, and Renewal

	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

See Page 30 of Interim (Final) Report

## Recommendation Accessibility, Benchmark, and Renewal

	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

### Status Quo Operational Cost (Caretaking/Energy/Maintenance)

School	Average Total
Bennetto	\$141,568.44
Cathy Wever	\$190,425.63
Central	\$88,016.27
Dr. J Edgar Davey	\$185,684.46
Earl Kitchener	\$121,097.76
Hess Street	\$109,735.97
Queen Victoria	\$143,648.64
Ryerson	\$123,775.84
Strathcona	\$57,798.26
Annual 2 year Average:	\$1,161,751.24

### Staff Recommendation Operational Cost (Caretaking/Energy/Maintenance)

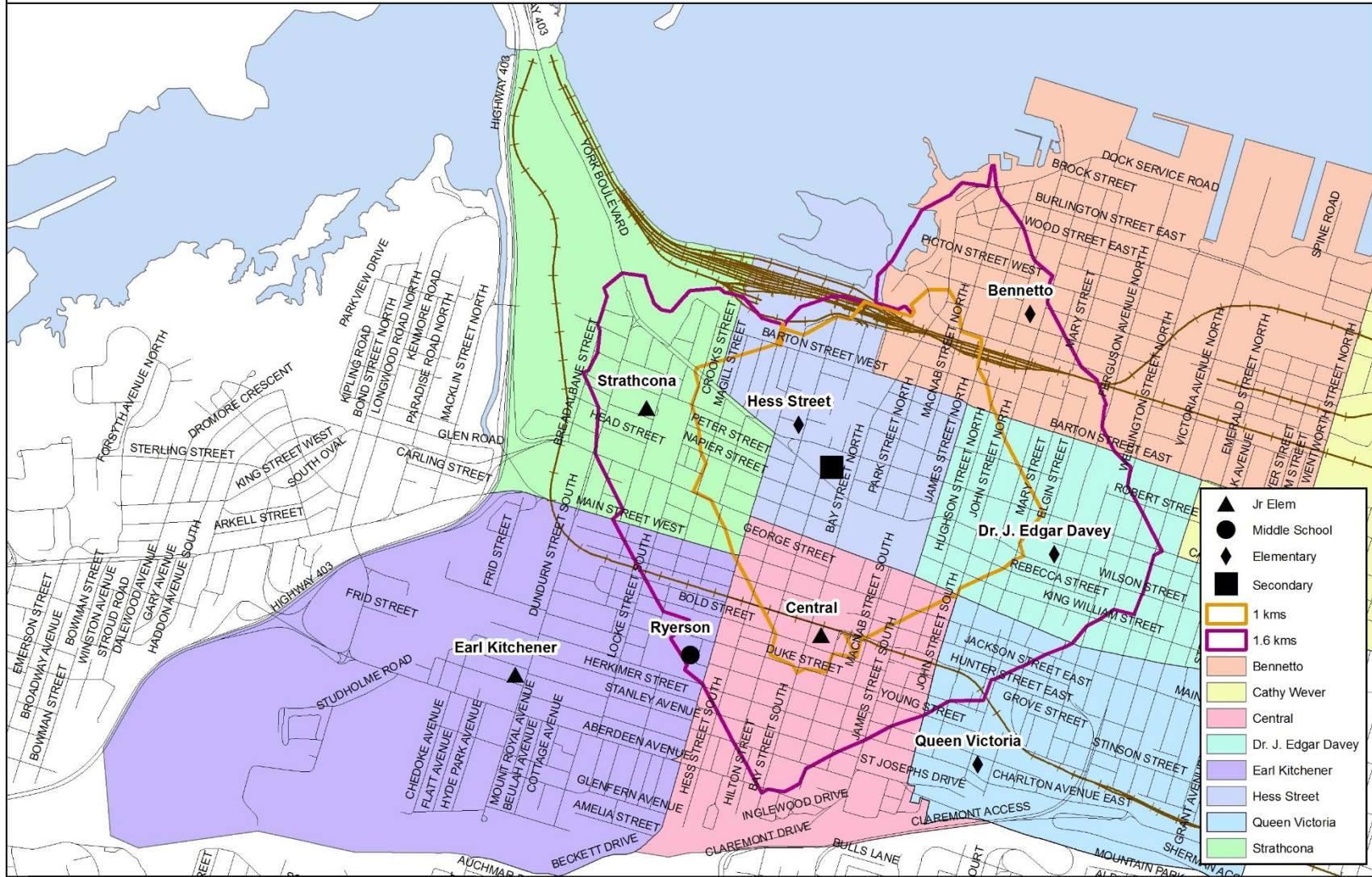
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Earl Kitchener	\$121,097.76
Hess Street	
Queen Victoria	\$143,648.64
Ryerson	\$123,775.84
Strathcona	
New School (Queen Victoria example)	\$143,648.64
Annual 2 year Average:	\$994,217.02





6. If the SJAM site were selected and a K-8 model built, what is the walkability for both the Strathcona and Hess Street communities?

# West Hamilton City 1km and 1.6km Walking Radius from SJAM Site



▲	Jr Elem
●	Middle School
◆	Elementary
■	Secondary
— (orange line)	1 kms
— (purple line)	1.6 kms
Orange	Bennetto
Yellow	Cathy Wever
Pink	Central
Light Blue	Dr. J. Edgar Davey
Purple	Earl Kitchener
Light Blue	Hess Street
Light Blue	Queen Victoria
Green	Strathcona

Walking radius are approximations.

