

Hamilton-Wentworth District School Board
Dalewood Accommodation Review – Trustee Questions
Revised April 4, 2012

Trustee Turkstra

1. What is the current JK/SK enrolment at PP and GRA for September 2012 and how many of these are OOC registrations?

Registrations for 2012/2013

	G. R. Allan		Prince Philip	
	JK	SK	JK	SK
English	52	17	15	29
French		40		
Mandarin			10	11
OOO	6*	2	2	
Waitlist		3**		
Total Students	58	59	27	40

*OOO applications are daycare and will be admitted for one year

**Not yet determined if the waitlist or OOO students will be accepted.

In 2011/2012, GRA has 12 OOO JK students, 10 of which are OOO for both the English and French boundary

In 2011/2012, PP has 4 OOO JK students

2. In an accommodation review, it is the perfect opportunity to examine consolidation of schools to a JK-8 model. Why was this not considered by closing Dalewood and making both PP and GRA JK-8 schools leaving one dual track school in the Westdale area and one dual track school in the Ainslie Woods area?

Prior to starting the Dalewood accommodation review, board staff explored a number of different delivery models (including K-8) when developing their recommended accommodation strategy. The Dalewood ARC, with the assistance of Board resource staff, developed over a dozen alternative accommodation scenarios. The ARC explored a number of different grade and program configurations for delivering a K-8 model (see Appendix-A). The proposed options were not recommended because there would be an enrolment imbalance in whichever school(s) remained open.

3. Staff is proposing to spend \$80-100K per year to bus an additional 138 students from PP to GRA if PP closes. Why are we treating an urban location like a rural community by bussing the majority of its students? How many HWDSB elementary schools do we bus over 70% of the students who are in an urban setting?

The current overall percentage of students within walking distance and within catchment to these schools is 83 per cent. If Prince Philip were to be close under the staff recommendation, the overall percentage of students walking and within catchment would decrease to 63 per cent.

4. Is the Dalewood Recreation Centre rebuild for 2015 dependent upon the Dalewood School being open and operating as a school?

The City has indicated they would review the location of the recreation centre if Dalewood were to close. The minutes from the public meeting on April 6 reflect the position that if the school were to close the recommendation was for the City to purchase the property and build the recreation centre on the existing site (April 6, 2011, p. 6).

5. Is there any literature or data on the success/failure of triple language track schools?

The English-Mandarin Transition Program at Prince Philip is an innovative English as a Second Language program. After extensive discussion with the Chinese community in Hamilton, the program was developed in consultation with the Literacy and Numeracy Secretariat of the Ontario Ministry of Education. It is modeled after a similar program for Arabic-speaking students implemented in September 2007 by the Greater Essex County District School Board (GECDSB). The Mandarin program is **not** an immersion program such as French Immersion where students enter the program in order to develop facility in a language other than English. It is intended for students whose first language is Mandarin who need to develop their oral and written skills in English and to facilitate their adjustment to school. It is not a separate language track but an intervention or specialized program to develop proficiency in English.

6. For staff, how does the \$500,000 of area rating funds offered by Councillor McHattie affect staff's financing options for PP or Dalewood?

Section 235 (2) of the Education Act outlines how boards share in municipal grants. The board is exploring whether area rating funds could be applied for capital expenses at any of the Dalewood accommodation review schools. The section of the Act is posted below:

Boards to share in municipal grants

Definition

235. (1) In this section,

“municipality” includes an upper-tier municipality. 2002, c. 17, Sched. F, Table.

Same

(2) All grants, investments and allotments made by a municipality or by a local board of a municipality for education purposes, including but not limited to grants referred to in section 107 of the Municipal Act, 2001 or section 83 of the City of Toronto Act, 2006, as the case may be, shall be shared in accordance with subsection (3) among the boards whose area of jurisdiction is all or partly the same as the area of jurisdiction of the municipality or the local board. 1997, c. 31, s. 113 (1); 2002, c. 17, Sched. F, Table; 2006, c. 32, Sched. C, s. 15 (5).

Same

(3) The share of a board shall be determined by comparing the average number of pupils enrolled at the schools of the board in the area of jurisdiction of the municipality or the local board of the municipality making the grant, investment or allotment during the preceding 12 months, or during the number of months that have elapsed since the establishment of the board if it is a new board, as compared with the whole average number of pupils enrolled at the schools of all boards in the area of jurisdiction of the municipality or the local board. 1997, c. 31, s. 113 (1).

- 7. There seems to be a lot of talk about 'modern learning'. Why close the newest school in the area review if modern learning is deemed important? Please define modern learning, its direct correlation to physical plant issues & capital dollars?**

While *Education in HWDSB* does make reference to 21st century learning and the physical school environment, 'modern learning' is more about how we instruct and how students develop 21st century fluencies.

- 8. When a school was deemed PTR, what capital monies would be approved for this school and under what criteria and funding cap would be used due to the PTR designation?**

The Ministry of Education guidelines state that aside from health/ safety issues and work required to keep a facility open, no additional funds should be spent on capital improvements at schools under consideration for closure. Similar to all schools across the jurisdiction, a portion of the Board's annual renewal funding would be required to address any health/ safety issues or work required to keep the facility open.

- 9. Given that ReCapp is a flag for repairs of schools, what are the real costs of repair to PP and GRA if Dalewood were to be closed?**

The ReCapp database has identified \$8 million in deferred capital maintenance at PP and GRA. Health and safety and anything that would cause a school to close would be considered the immediate costs of repair to each building. For PP this would mean \$1.7 million in items identified as critical. At GRA, the number identified as critical is \$2.4 million. The board could incur additional capital costs for renovations and/or additions depending on the programs and grade delivery model being proposed at the two remaining facilities.

- 10. Given the Councillor's and realtor's opinion that the Westdale and Ainslie Woods areas will likely benefit from incoming McMaster staff and the expansion of Innovation Park, did the staff enrolment projections include these initiatives?**

The enrolment projections developed by staff take into account all municipally approved development applications, as well as historical population and enrolment trends. The McMaster Innovation Park Master Plan does not propose any new residential units; therefore, it would be difficult for anyone to quantify the impact that this research centre will have on the surrounding community.

- 11. Once the new washrooms are built, the basement vacated and an elevator installed at GRA, there will be little to no excess pupil places to put an entire other school population into GRA without an expansion. Given the expansion could be for JK-5 or grades 6-8, why not spend the capital dollars on a JK-8 school with purpose built middle school classrooms over more primary spaces which are age specific and less flexible in terms of classroom usage by all students?**

Prior to the commencement of the Dalewood ARC board staff explored a number of different delivery models (including K-8) when developing their recommended accommodation strategy. The Dalewood ARC with the assistance of Board resource staff developed over a dozen alternative accommodation scenarios. The Committee explored a number of different grade and program configurations for delivering a K-8 model (see Appendix-A). The proposed options were not recommended due to the imbalance in enrolment that would result in whichever school(s) remained open.

- 12. Why close an already fully accessible school that is one storey over retrofitting two 2-3 storey schools at significant expense?**

Prince Philip is not a fully accessible school (see FM staff analysis, Appendix-B).

- 13. What is the driving distance and "as the crow flies" distance between GRA and Dalewood?**

"As the crow flies" distance between Dalewood and G.R. Allan = 1.15 Km

Driving distance from Dalewood to G.R. Allan = 1.1 Km, and from G.R. Allan to Dalewood = 1.2 Km.

Please note: the driving distance to and from Dalewood and G.R. Allan differ slightly due to one-way streets.

Trustee Bishop

- 1. Could staff explain how they have arrived at enrolment projections.**

The enrolment projections are made up of two separate components including a) the existing school community and b) students generated by new development. The existing community projections are developed by advancing students through the grades based on historical, by-grade retention rates. The retention rates are grade specific and capture any gains or losses in enrolment that a school may experience as students move from one grade to another. By applying historical student yields (by unit type) to municipally approved development forecasts, planning staff have the ability to project the number of students generated by new development. These two components combined make up the enrolment projections. There are a number of school specific assumptions that are also captured in the projections. These assumptions can be related to program (i.e. French Immersion), Board policy (i.e. Out of Catchment) or new Ministry initiatives (i.e. full-day kindergarten).

The projections are then cross-referenced against historical enrolment trends, population forecasts, Census data and live birth data in an attempt to fine tune the accuracy of the numbers.

2. The ARC is claiming that current enrolment in 2011-12 is higher than staff had predicted. Could we have the current numbers. Are the current numbers still inflated by OOC?

School Name	Projected October 2011	Actual October 31, 2011	Diff
Dalewood	370	390	20
G.R. Allan	439	452	13
Prince Philip	192	193	1

Source: October 31, 2011 ESIS data

	Dalewood			G. R. Allan							Prince Philip						
	6	7	8	JK	SK	1	2	3	4	5	JK	SK	1	2	3	4	5
Reg Track	3	7	7	12	2	2	3	3	2	5	4	2	1	1	1		
FI	3	9	2		6	10	7	3	6	8							
Special Education	2	27	25										10				
Program of Choice											10	7	6	5	6		
Total OOC	85			69							53						

Source: October 31, 2011 ESIS data

3. What information do we have about the McMaster Innovation Park possible expansion? And possible impact on enrolment?

Please see Appendix-C for more information regarding McMaster Innovation Park. The enrolment projections developed by staff take into account all municipally approved development applications, as well as historical population and enrolment trends. The McMaster Innovation Park Master Plan does not propose any new residential units; therefore, it would be difficult for anyone to quantify the impact that this research centre will have on the surrounding community.

4. Could staff explain how ReCAPP is used by the Board, and what the data means.

When the condition assessment of all building components is completed, each item is assessed and rated based on its estimated life cycle against its current age and/or condition. A predetermined rating value is then applied to determine the priority of each item and an estimate that may be required to repair or replace the item. It must also be noted that the line item has a detailed description attached to it which includes other work associated with the item.

While using ReCAPP over the past 5 years, we have found that the budget estimates for items range from high, accurate and low. The reason is that there may be associated work required to complete the task that was not identified in the original estimate. For example, the domestic water line in a ceiling may require replacing; however, the budget for repairing the ceiling is on a separate line. This would add to the overall cost and increases the cost originally identified for the initial water line work.

Funding is based on the ReCAPP estimates. Actual costs for each item are tracked and updated when completed.

The process we use when completing work includes the following:

- Check repair/work order history for the item and associated work in the area.
- Determine if minor or major repair/replacement is required
- Site review with either Board staff or consultants to prepare scope, budget and schedule for the required work
- Complete work that meets criteria for Capital (SRG) funding

5. Could there be an explanation of the funding suggested for staircase at Prince Philip.

As noted above, all items in a facility are identified in ReCAPP. Since there are stairs to the basement and on either side of the stage at Prince Philip, these items have been included in the report. The funding for stairs also includes rails, guards, anti-slip treads, etc.

6. In the ARC recommendation how long would the two George R. Allan basement classrooms need to be used?

By 2014, the two rooms in the basement are not required. Currently only one room is required for homeroom purposes.

7. In the staff recommendation how long would the basement classrooms need to be used?

By 2016, one room will be removed. The second room may be removed from inventory by 2021.

8. Would there be any need for portables in either recommendation and for how long?

Under the staff recommendation G.R. Allan will require one portable upon consolidation. It is anticipated it will be removed in 2015.

9. When was the information about PTR provided to the ARC?

The error regarding the FCI number was identified by Board staff prior to the beginning of the accommodation review process. The error occurred 10 years ago when the square footage was miscalculated and the incorrect replacement value entered into the Ministry database. This gave Dalewood an incorrect designation of Prohibitive to Repair (PTR). This information was shared with the ARC at their first meeting on April 6, 2011.

10. When were revised FCI numbers provided to the ARC?

The revised FCI numbers were provided in the presentation delivered to the committee at the first public meeting on April 6, 2011, as well as included in the School Information Profiles included in the binders delivered to the committee members at the first meeting.

11. How many eligible and courtesy students are bussed to Prince Philip currently?

As of March 2012, there were 29 students eligible and receiving transportation and 37 students that received courtesy bussing attending Prince Philip.

12. There is growing interest in the Mandarin program. As only a quarter of the students reside in the neighborhood there has been concern from parents about child care issues. When FDK starts in 2012 this will no longer be an issue. The base of the program could then possibly be 15 students per grade (total FDK of 30). What will the implications be? Have we allowed for this sort of expansion?

Expansion of all regional programs requires careful consideration of the impact on the school and its ability to accommodate the expansion. The program has been allocated 3 rooms in the analysis for the accommodation review. The move to expand the program to grade 4 has no impact on the number of rooms required using the current estimated enrolments of 9 or 10 students per grade. An expansion to an enrolment of 15 students per year and a total of 30 students in K, which is 4 students above the average for FDK classes, will require an additional room to be allocated for the program.

The English-Mandarin Transition Program at Prince Philip is an innovative English as a Second Language program. After extensive discussion with the Chinese community in Hamilton, the program was developed in consultation with the Literacy and Numeracy Secretariat of the Ontario Ministry of Education. It is modeled after a similar program for Arabic-speaking students implemented in September 2007 by the Greater Essex County District School Board (GECDSB). The Mandarin program is not an immersion program such as French Immersion where students enter the program in order to develop facility in a language different than English. It is intended for students whose first language is Mandarin who need to develop their oral and written skills in English and to facilitate their adjustment to school. It is not a separate language track but an intervention or specialized program to develop proficiency in English. Further research, supported by Ministry funding, will be undertaken in 2012-13 to see if the program continues to have superior results in obtaining higher levels of proficiency in English skills.

13. What renovations would take place if the staff recommendations were not passed?

The only work funded would include the two (2) new full-day kindergarten rooms at G.R. Allan. Since the proceeds of disposition were going to be used to fund a portion of the work in the staff recommendation, the Board would need to determine how to fund this work if Prince Philip remains open. The following five priorities govern the allocation of renewal funds:

1. Health and Safety Issues
2. Regulatory Compliance Issues
3. The risk that the failure of one or more components might cause a program or the building itself to close (or cause secondary damage)
4. High and urgent ReCAPP events
5. New program initiative requirements

14. The Board pays approximately \$90,000/year to heat the Dalewood community centre pool. How will this be paid for in the future?

The approximately \$90,000/year is the natural gas cost to heat both Dalewood School and the Recreation Centre. This cost will continue to be paid by the board and a portion recovered from the City in accordance with a formula contained in a longstanding agreement between the organizations. Staff is currently in the process of reviewing the agreement to determine if it provides an equitable recovery amount to the board. The intent to re-visit the content of the agreement with the City staff if necessary.

15. What are the future plans for the community centre?

In 2008, the City of Hamilton completed a Use, Renovation, and Replacement Study for Recreation and Public-Use Facilities. One of the recommendations included approval to complete a feasibility study of the Dalewood Recreation Centre. The feasibility study was completed in 2009 and provided to the ARC. The study concludes that consideration should be given to locating the facility at the existing site or another preferred site in the vicinity. The Dalewood Recreation Centre project is in the 10 year capital plan to be designed and constructed in 2014-15. The original timing for construction was 2012-13, but this was delayed due to other Recreation Division funding commitments.

The feasibility study notes the aging of the community. Currently 14.4 per cent of Westdale residents are over age 65 and this is expected to increase by 60 per cent by 2031. The study looks at alternatives if Dalewood Middle School closes. These options include the acquisition of the Dalewood site from the board, Alexander Park and Coronation Park. These alternatives are identified as all being more expensive to the city due to the loss of shared land and shared construction costs with the school board.

Please see attached City of Hamilton report from September 8, 2010 for further details.

16. Does HWDSB have to provide an elevator if one is requested?

As long as the board provides an alternate accessible facility, the current *Accessibility for Ontarians with Disabilities Act* 2005 (AODA) does not require the installation of an elevator in a facility. If, however, there are major renovations or new construction, there may be code requirements to provide accessibility at that time.

Trustee Hicks

1. With regards to Councilor McHattie's, what are the Ministry of Education guidelines for receiving funds from external sources for the purposes of capital improvements?

Section 235 (2) of the Education Act outlines how boards share in municipal grants. The board is exploring whether area rating funds could be applied for capital expenses at any of the Dalewood accommodation review schools.

2. If we are allowed to except funding from external sources, what is the process/timelines for receiving these funds?

If the Board had permission to accept the funds, then the process/timing would be dependent on how quickly the external funding source could supply the monies.

3. **Can staff provide a site plan which identifies the renovations/additions proposed for G.R. Allan.**

Please see Appendix-D

Trustee Orban

1. **Why did staff abandon the K-8 model when it has been considered in the past?**

Prior to starting the Dalewood accommodation review, board staff explored a number of different delivery models (including K-8) when developing their recommended accommodation strategy. The Dalewood ARC, with the assistance of Board resource staff, developed over a dozen alternative accommodation scenarios. The ARC explored a number of different grade and program configurations for delivering a K-8 model (see Appendix-A). The proposed options were not recommended because there would be an enrolment imbalance in whichever school(s) remained open.

2. **How much consideration was given to transportation (walkability) under the staff recommendation?**

The current overall percentage of students within walking distance and within catchment to these schools is 83 per cent. If Prince Philip were to be close under the staff recommendation, the overall percentage of students walking and within catchment would decrease to 63 per cent.

3. **How frequently does staff review ReCAPP data?**

The Board uses ReCAPP reports when planning work or preparing budgets. Board staff are continually conducting field checks to assess an items condition against the recommendation and work history.

4. **What is the process for validating ReCAPP data?**

- Check repair/work order history for the item and associated work in the area.
- Determine if minor or major repair/replacement is required
- Site review with either Board staff or consultants to prepare scope, budget and schedule for the required work
- Complete work that meets criteria for Capital (SRG) funding

5. **Are the estimators that conducted the original survey used when we review ReCAPP data?**

Site review with either Board staff or consultants to prepare scope, budget and schedule for the required work.

Trustee Peddle

1. **What was the driving force for making the Dalewood ARC a priority compared to the other proposed ARCs on the list?**

At the time staff proposed the Dalewood accommodation review, the error with the PTR designation had not been discovered. While the Dalewood accommodation review was still a high priority given its facility condition and enrolment, without the PTR designation it likely would have been conducted at a later date.

2. **Provide a list of schools that we have closed with a recreational centre attached. Identify the level of difficulty (simple/complicated) and costs associated with closing those schools.**

Bennetto and Sanford

Both recreation centres continue to operate, separation was rather simple.

The city eventually bought the old **Bennetto** school. The building was modified to meet their needs and continues operate. **Sanford** is planned for demolition. The fire alarm system and some electrical will need to be separated (city expense) before the building is torn down. There is a planned renovation to the existing recreation centre.

Note: The degree of complication will be specific to each site and dependant on how the buildings were integrated during construction. The two schools above cannot be compared Dalewood where the structure itself (walls/halls/services) are shared. At Dalewood, the separation will be more complicated.

Trustee Simmons

1. **What is the proximity to the closest Catholic school (identify the capacity, enrolment and which programs are offered at the school)?**

The closest Catholic elementary school is Canadian Martyrs' (K-8) located at 1355 Main Street West. The school will offer full-day kindergarten beginning in September 2012.

Proximity of Canadian Martyrs to: Dalewood - 650m
GR Allan – 1.9 km
Prince Philip – 1.2 km

2. **Does McMaster have any plans for student housing?**

According to the City of Hamilton's Urban Residential Report (June 2011), there are no significant developments scheduled for the Ainslie Woods/Westdale communities.

Trustee Brennan

1. **Summary of out of catchment students for all three schools (by-grade, by-program).**

	Dalewood			G. R. Allan							Prince Philip						
	6	7	8	JK	SK	1	2	3	4	5	JK	SK	1	2	3	4	5
RT	3	7	7	12	2	2	3	3	2	5	4	2	1	1	1		
FI	3	9	2		6	10	7	3	6	8							

Special Education	2	27	25									10				
Program of Choice										10	7	6	5	6		
Total OOC	85			69							53					

Source: October 31, 2011 ESIS data

Dalewood Accommodation Review Committee

Working Group Meeting # 4

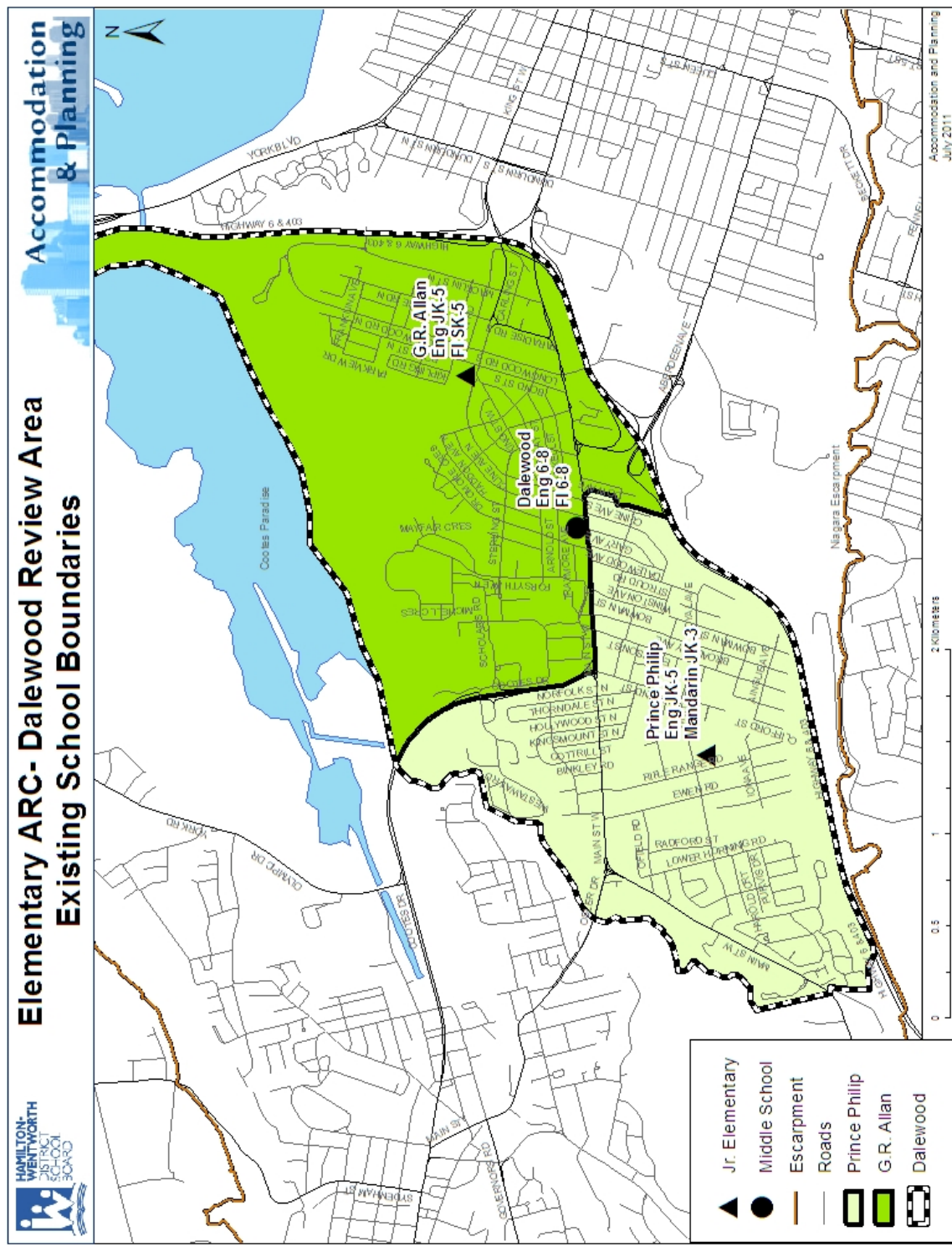
Option Summaries

Dalewood – G.R.Allan – Prince Philip

September 7, 2011

Summary of Dalewood ARC Boundary Options

	Dalewood	G.R. Allan	Prince Philip
Status Quo	Eng 6-8	Eng JK-5	Eng JK-5
	FI 6-8	FI SK-5	Mandarin JK-3
HWDSB Staff Recommendation	Eng 6-8	Eng JK-5	Closed
	FI 6-8	FI SK-5	
		Mandarin JK-3	
ARC Concept Option 1	Eng 6-8	Closed	Eng JK-5
	FI 6-8		FI SK-5
			Mandarin JK-3
ARC Concept Option 2	Eng JK-8	Closed	Eng JK-8
	FI SK-8		FI SK-8
			Mandarin JK-3
ARC Concept Option 3	Closed	Eng JK-8	Eng JK-8
		FI SK-8	FI SK-8
		Mandarin JK-3	
ARC Concept Option 4	FI SK-8	Eng JK-8	Closed
		Mandarin JK-3	
ARC Concept Option 5	FI SK-8	Closed	Eng JK-8
			Mandarin JK-3
ARC Concept Option 6	Eng JK-8	Closed	FI SK-8
	Mandarin JK-3		
ARC Concept Option 7	Eng JK-8	FI SK-8	Closed
	Mandarin JK-3		
ARC Concept Option 8	Closed	Eng JK-8	FI SK-8
		Mandarin JK-3	
ARC Concept Option 9	Eng JK-8	Closed	Closed
	FI SK-8		
	Mandarin JK-3		

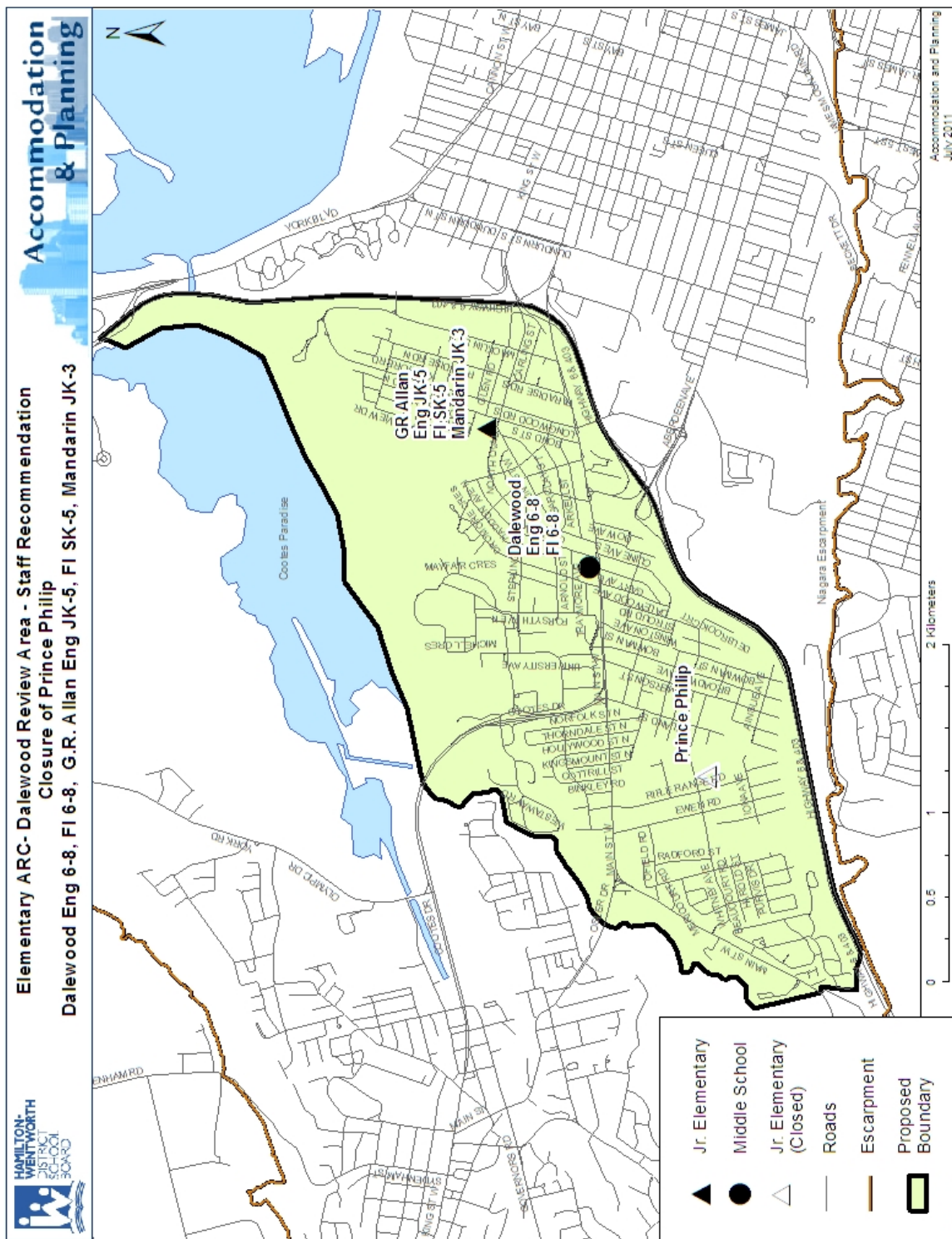




October_2010

Capacity 2010 2012 2015 2020

Dalewood	Enrolment	Eng 6 - 8	268	244	212	204
		FI 6-8	109	115	100	93
	Total		377	359	312	297
	Utilization		96%	92%	80%	76%
APPENDIX A						
G.R. Allan			498			
	Eng JK - 5		220	179	130	120
	FI SK-5		239	235	226	225
	Total		459	414	356	345
	Utilization		92%	83%	71%	69%
Prince Philip			233			
	Enrolment	Eng JK - 5	154	157	174	163
		Manderin JK-3	29	44	45	45
	Total		183	201	219	208
	Utilization		79%	86%	94%	89%
	Total Utilization		91%	87%	79%	76%

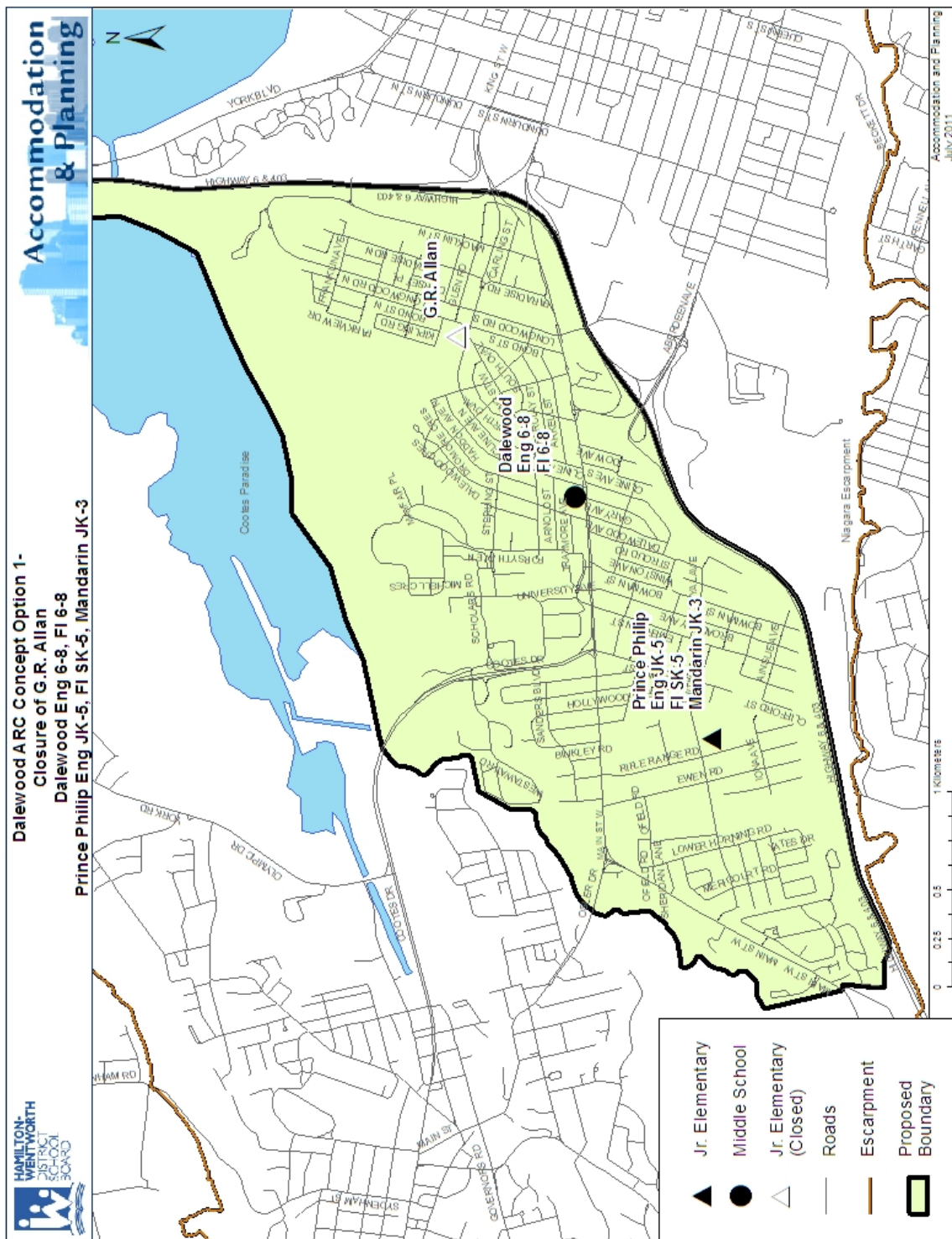




Staff Recommendation

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392				
	Eng 6 - 8		268	244	212	204
	FI 6-8		109	115	100	93
	Total		377	359	312	297
	Utilization		96%	92%	80%	76%
G.R. Allan		498				
	Eng JK - 5		220	336	304	283
	FI SK-5		239	235	226	225
	Manderin JK-3			44	45	45
	Total		459	615	575	553
	Utilization		92%	123%	115%	111%
Prince Philip		233				
	Eng JK - 5		154			
	Manderin JK-3		29			
	Total		183			
	Utilization		79%	0%	0%	0%
	Total Utilization		91%	109%	100%	96%

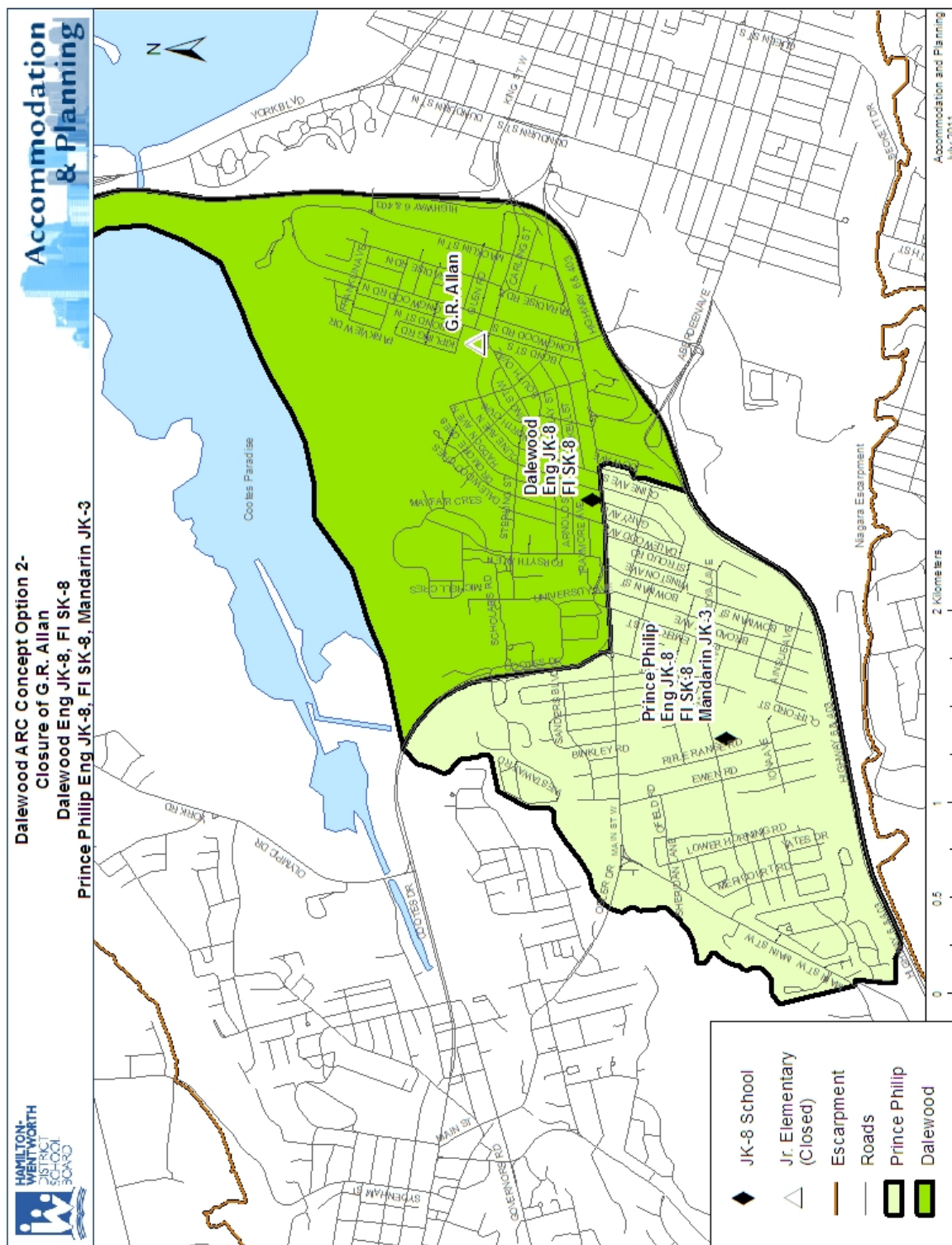
APPENDIX - A



ARC Concept Option 1

APPENDIX - A

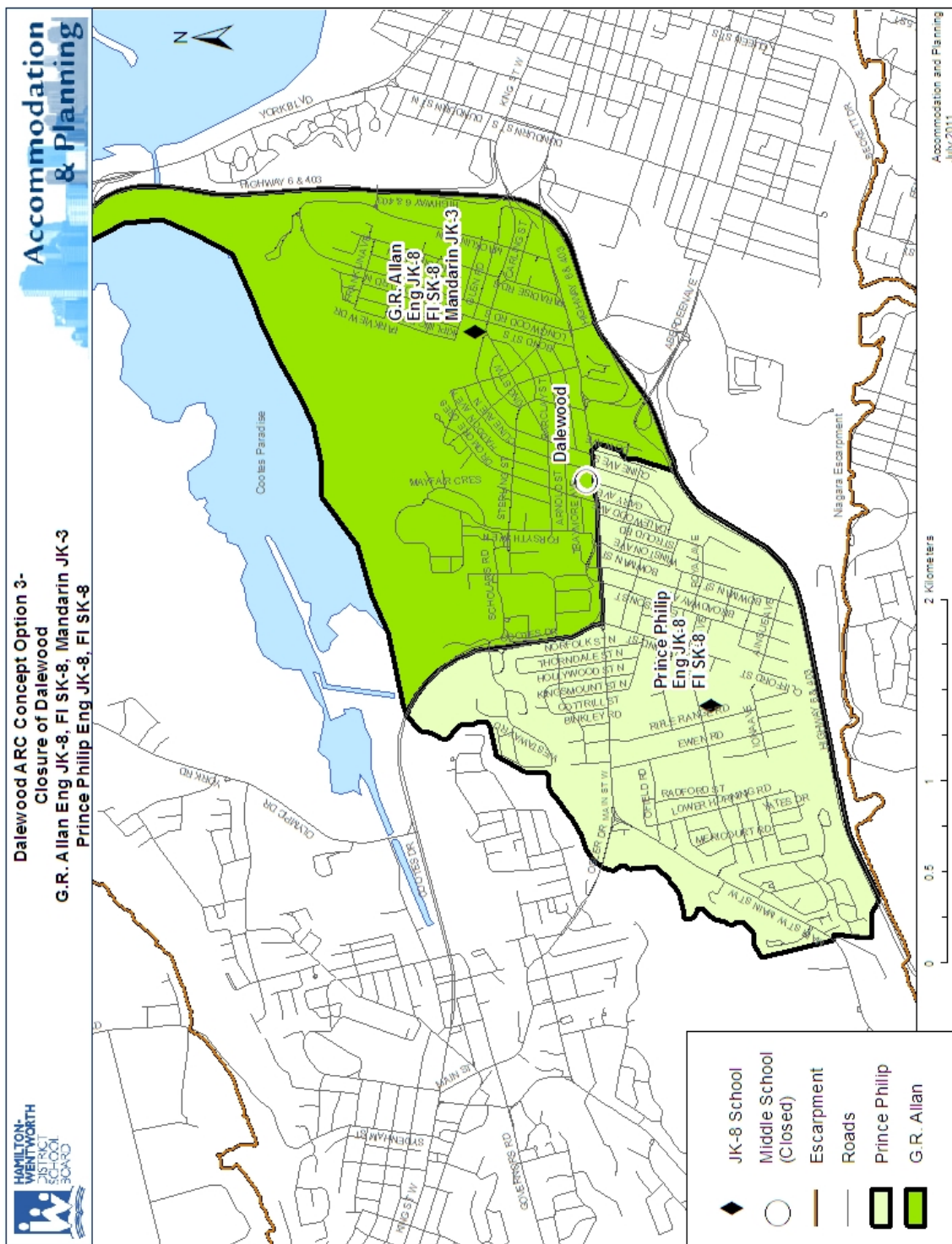
		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392				
	Eng 6 - 8		268	244	212	204
	FI 6-8		109	115	100	93
	Total		377	359	312	297
Utilization			96%	92%	80%	76%
G.R. Allan	Enrolment	498				
	Eng JK - 5		220			
	FI SK-5		239			
	Total		459			
Utilization			92%	0%	0%	0%
Prince Philip	Enrolment	233				
	Eng JK - 5		154	336	304	283
	FI SK-5			235	226	225
	Mandarin		29	44	45	45
	Total		183	615	575	553
Utilization			79%	264%	247%	237%
Total Utilization			91%	156%	142%	136%



Arc Concept Option 2

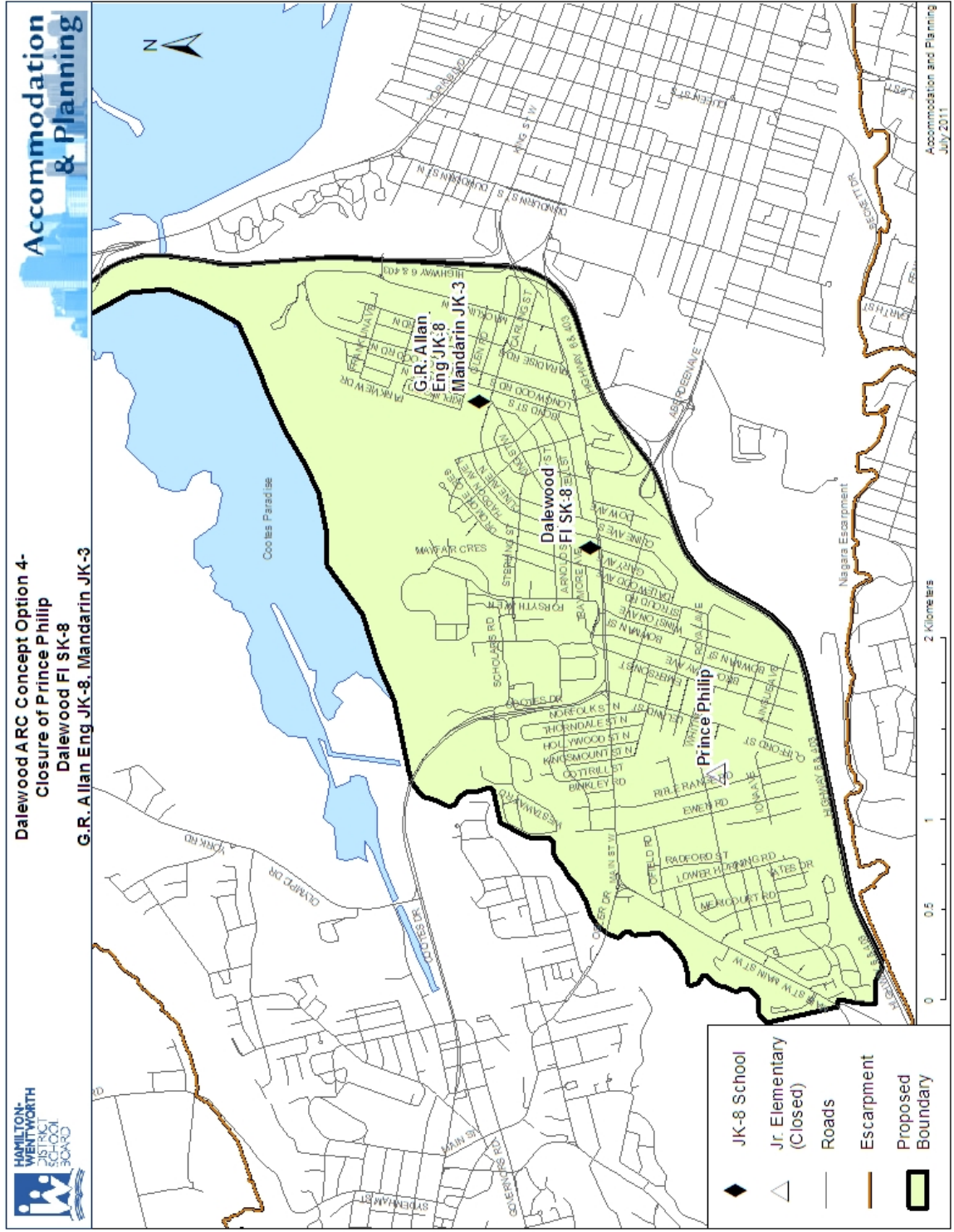
APPENDIX - A

		Capacity	2010	2012	2015	2020
Dalewood		392				
Enrolment	Eng 6 - 8		268			
	Eng JK - 8			339	273	259
	FI 6-8		109			
	FI SK-8			301	267	255
	Total		377	640	540	513
	Utilization		96%	163%	138%	131%
G.R. Allan		498				
	Eng JK - 5		220			
	FI SK-5		239			
	Total		459			
	Utilization		92%	0%	0%	0%
Prince Philip		233				
Enrolment	Eng JK - 5		154			
	Eng JK - 8			241	243	229
	FI SK-8			49	59	63
	Manderin JK-3		29	44	45	45
	Total		183	334	347	337
	Utilization		79%	143%	149%	144%
	Total Utilization		91%	156%	142%	136%



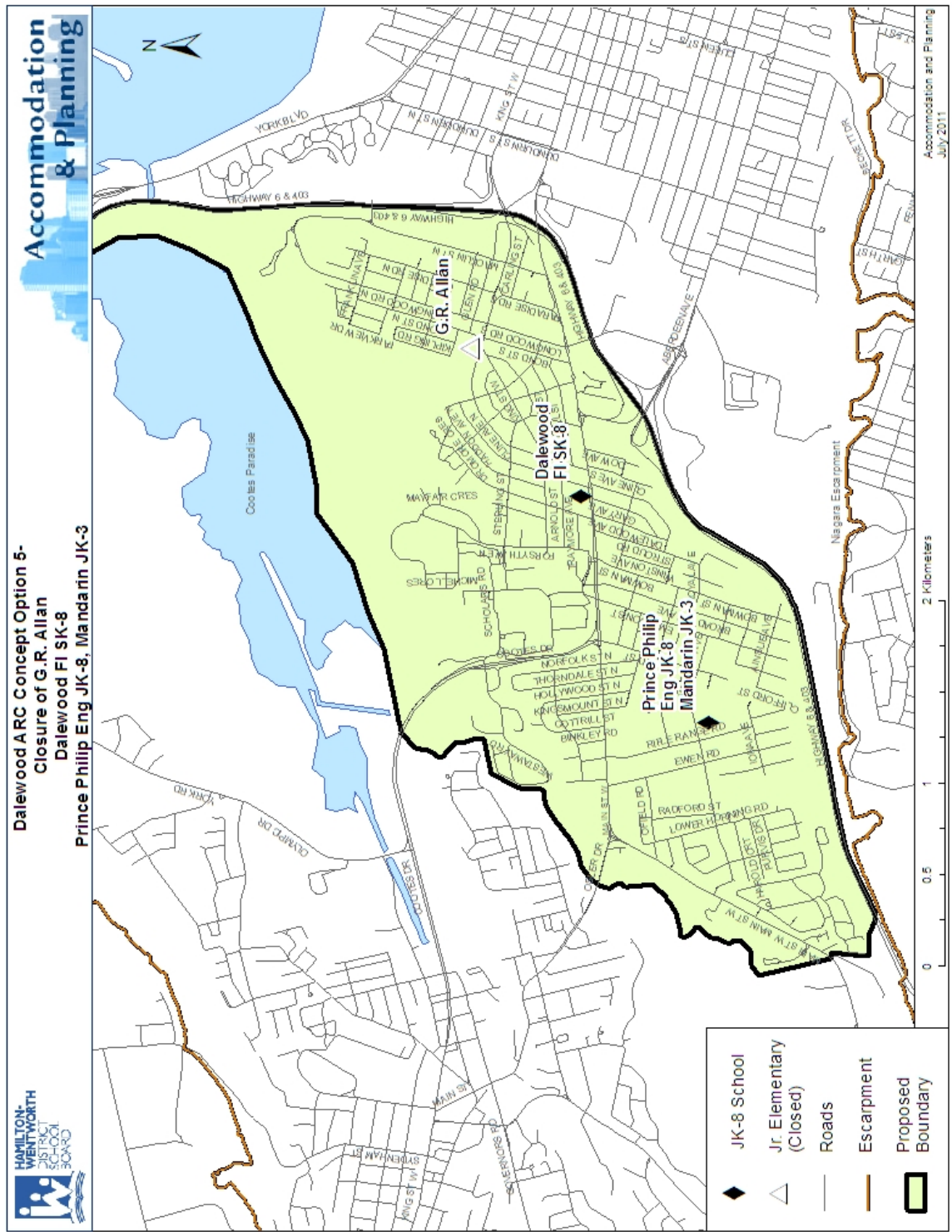
Arc Concept Option 3

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment		268			
	Eng 6 - 8		109			
	FI 6-8		377			
	Total					
Utilization			96%	0%	0%	0%
G.R. Allan		498				
	Eng JK - 5		220			
	Eng JK - 8			348	308	304
	FI SK-5		239			
	FI SK-8			301	267	255
	Manderin JK-3			44	45	45
Total			459	693	620	603
Utilization			92%	139%	125%	121%
Prince Philip		233				
	Enrolment		154			
	Eng JK - 5					
	Eng JK - 8			232	208	184
	FI SK-8			49	59	63
	Manderin JK-3		29			
Total			183	281	267	247
Utilization			79%	120%	115%	106%
Total Utilization			91%	133%	121%	116%



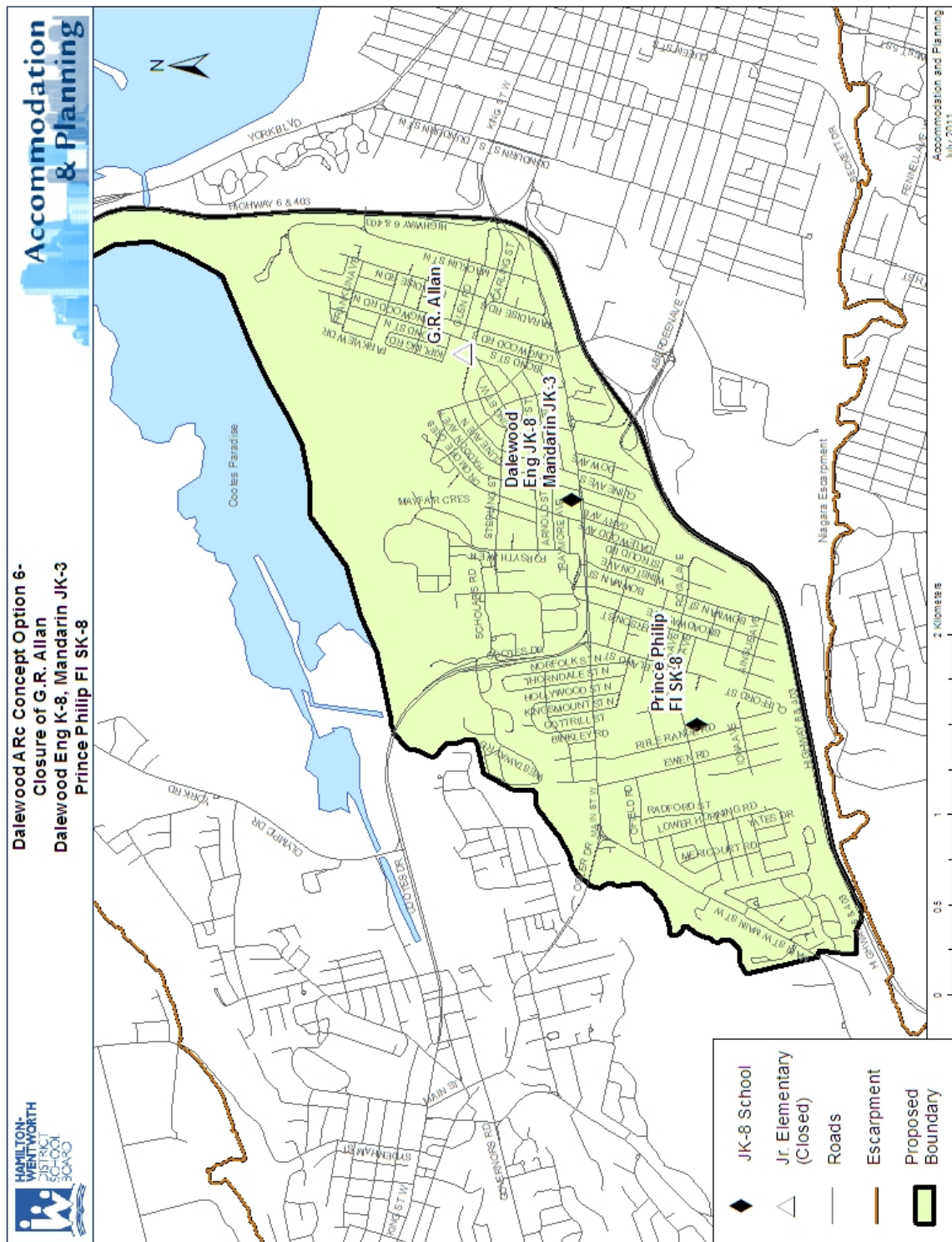
Arc Concept Option 4

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392				
	Eng 6 - 8		268			
	FI 6-8		109			
	FI SK-8			350	326	318
	Total		377	350	326	318
Utilization			96%	89%	83%	81%
G.R. Allan	Enrolment	498				
	Eng JK - 5		220			
	Eng JK - 8			579	515	487
	FI SK-5		239			
	Manderin JK-3			44	45	45
	Total		459	623	560	532
Utilization			92%	125%	112%	107%
Prince Philip	Enrolment	233				
	Eng JK - 5		154			
	Manderin JK-3		29			
	Total		183			
	Utilization		79%	0%	0%	0%
Total Utilization			91%	109%	100%	95%



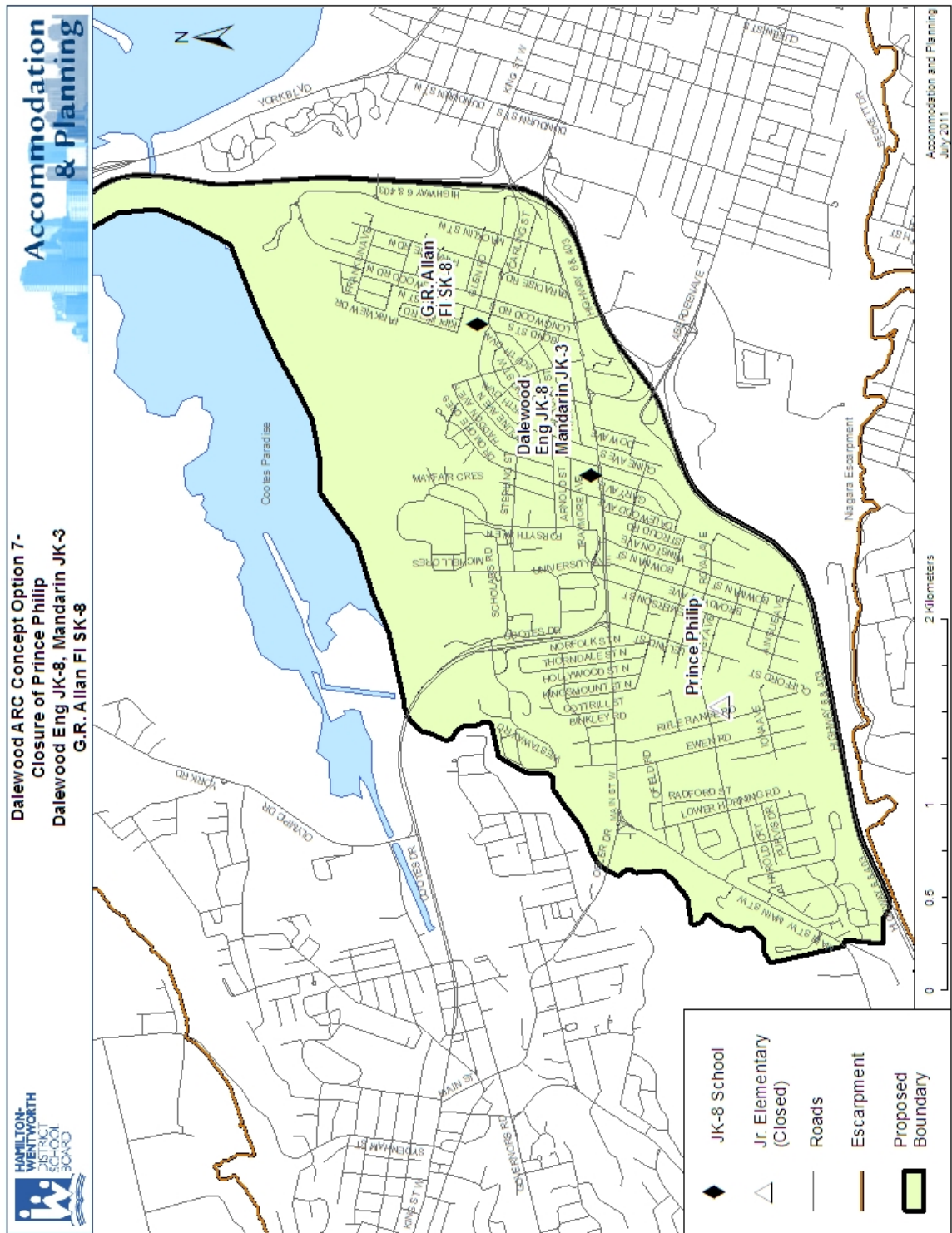
Arc Concept Option 5

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392				
	Eng 6 - 8		268			
	FI 6-8		109			
	FI SK-8			350	326	318
	Total		377	350	326	318
	Utilization		96%	89%	83%	81%
G.R. Allan	Enrolment	498				
	Eng JK - 5		220			
	FI SK-5		239			
	Total		459			
	Utilization		92%	0%	0%	0%
Prince Philip	Enrolment	233				
	Eng JK - 5		154			
	Eng JK - 8			579	515	487
	Manderin JK-3		29	44	45	45
	Total		183	623	560	532
	Utilization		79%	267%	240%	228%
Total Utilization			91%	156%	142%	136%



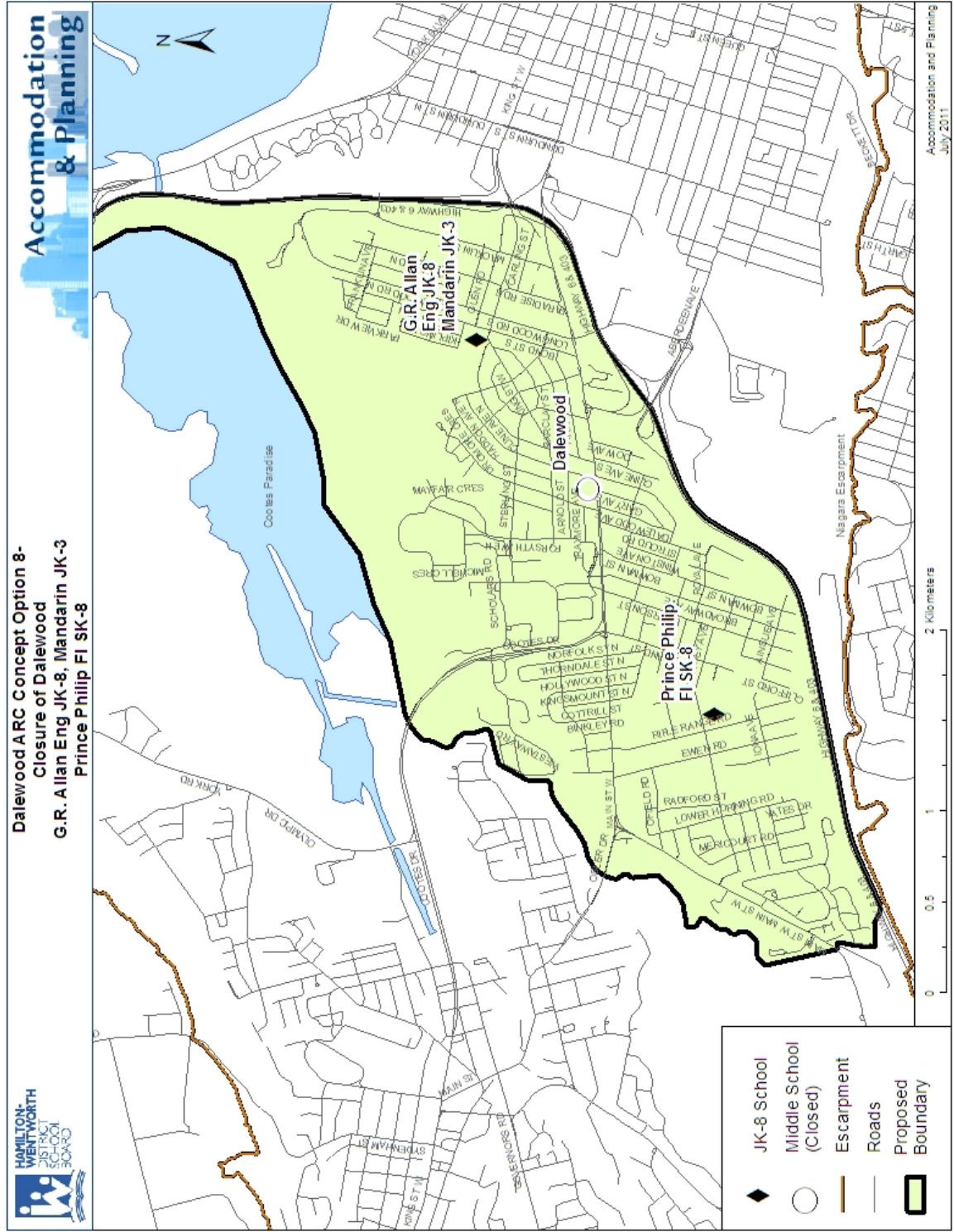
Arc Concept Option 6

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392				
	Eng 6 - 8		268			
	Eng JK- 8			579	515	487
	FI 6-8		109			
	Manderin JK-3			44	45	45
	Total		377	623	560	532
	Utilization		96%	159%	143%	136%
G.R. Allan	Enrolment	498				
	Eng JK - 5		220			
	FI SK-5		239			
	Total		459			
	Utilization		92%	0%	0%	0%
Prince Philip	Enrolment	233				
	Eng JK - 5		154			
	FI SK-8			350	326	318
	Manderin JK-3		29			
	Total		183	350	326	318
	Utilization		79%	150%	140%	136%
	Total Utilization		91%	156%	142%	136%



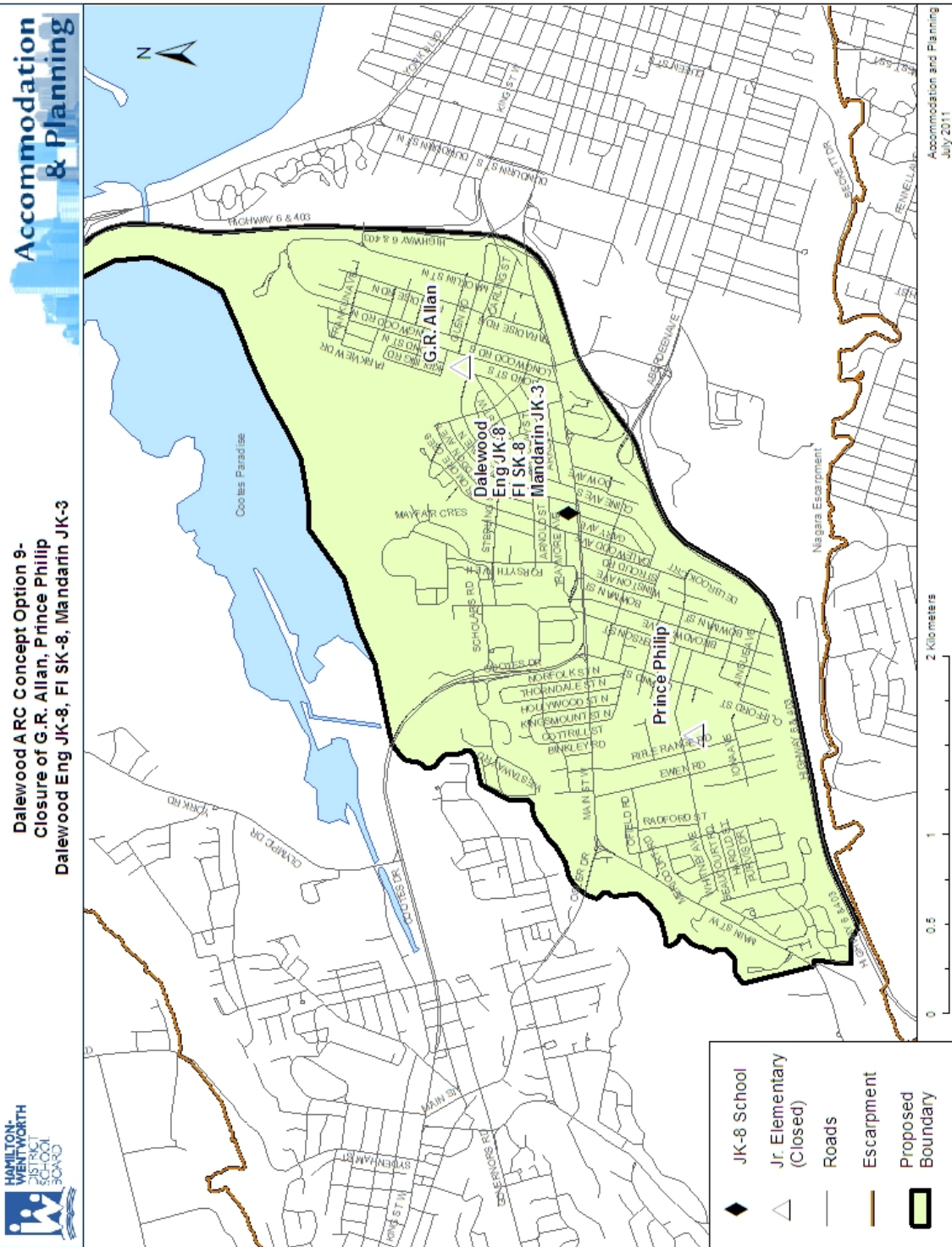
Arc Concept Option 7

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392	268			
	Eng 6 - 8					
	Eng JK - 8			579	515	487
	FI 6-8		109			
	Manderin JK-3			44	45	45
	Total		377	623	560	532
	Utilization		96%	159%	143%	136%
G.R. Allan	Enrolment	498				
	Eng JK - 5		220			
	FI SK-5		239			
	FI SK-8			350	326	318
	Total		459	350	326	318
	Utilization		92%	70%	66%	64%
Prince Philip	Enrolment	233				
	Eng JK - 5		154			
	Manderin JK-3		29			
	Total		183			
	Utilization		79%	0%	0%	0%
Total Utilization			91%	109%	100%	95%



Arc Concept Option 8

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392	268			
	Eng 6 - 8		109			
	FI 6-8		377			
	Total					
Utilization			96%	0%	0%	0%
G.R. Allan	Eng JK - 5	498	220	579	515	487
	Eng JK - 8					
	FI SK-5		239	44	45	45
	Manderin JK-3					
Total			459	623	560	532
Utilization			92%	125%	112%	107%
Prince Philip	Enrolment	233	154			
	Eng JK - 5			350	326	318
	FI SK-8		29			
	Manderin JK-3					
Total			183	350	326	318
Utilization			79%	150%	140%	136%
Total Utilization			91%	133%	121%	116%





Arc Concept Option 9

		Capacity	2010	2012	2015	2020
Dalewood	Enrolment	392				
	Eng 6 - 8		268			
	Eng JK - 8			579	515	487
	FI 6-8		109			
	FI SK-8			351	327	318
Manderin JK-3				44	45	45
Total			377	974	887	850
Utilization			96%	248%	226%	217%
G.R. Allan	Enrolment	498				
	Eng JK - 5		220			
	FI SK-5		239			
	Total		459			
	Utilization		92%	0%	0%	0%
Prince Philip	Enrolment	233				
	Eng JK - 5		154			
	Manderin JK-3		29			
	Total		183			
	Utilization		79%	0%	0%	0%
Total Utilization			91%	248%	226%	217%

Dalewood Accommodation Review Committee

Working Group Meeting # 4

Option Summaries

Dalewood – G.R.Allan – Prince Philip

September 7, 2011

APPENDIX - B

1. None of the current exterior or interior signed accessibility structures at Prince Philip is compliant with current standards or the future proposed as built Standard.
2. The exterior ramp on the west side of the building that is part of a barrier free path of travel is less than the minimum required 1100mm in width throughout its length. The landing is less than the required 1670mm x 1670mm outside the doors and the door opening is less than 850mm with the door open. A single person in a wheel chair would not be able to use this entrance to gain access to the school without assistance. The entrance will need to be completely removed and replaced with a compliant ODA barrier free entrance.
3. None of the 3 entrances signed for accessibility have the proper door hardware or opening devices to allow a single person in a wheel chair to gain access without assistance.





4. The entrance on the SE corner from the parking lot is non compliant in width (1100mm), grading (more than 12/1), uneven surface on path of travel, improper door hardware, is not properly illuminated, the landing is less than the required 1670mm x 1670mm outside the doors and the door opening is less than 850mm with the door open. This entrance is not safe as an accessibility path of travel and should not be used as such.



5. The entrance on the NW corner off Whitney Ave. is also non compliant with current ODA or OBC standards. Even with the width of the pathway exceeding the minimum 1100mm width, the openings in the railings are too wide, the grading (more than 12/1), uneven surface on path of travel, improper door hardware, is not properly illuminated, the landing is less than the required 1670mm x 1670mm outside the doors and the door opening is less than 850mm with the door open.



6. The modifications to 2 of the student washrooms do not meet the ODA or OBC standards for entry into the washroom or the stalls. Do to the privacy stall wall a wheel chair will be very difficult to gain entry and the modifications in the stalls is not compliant for heights, widths and locations of devices with-in the stall. There is no ODA compliant sinks in any student washrooms.





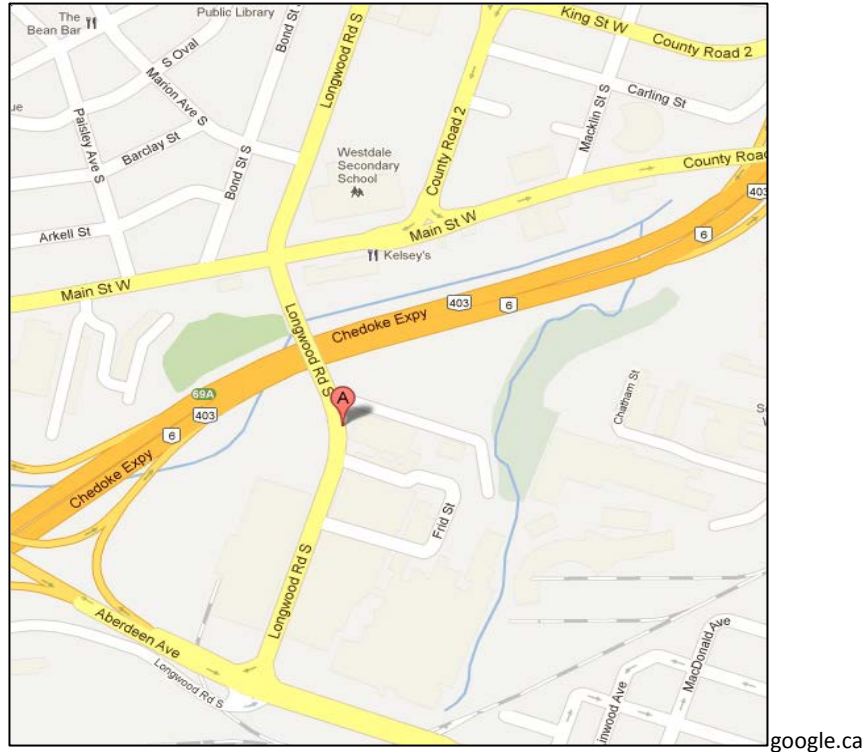
7. The school doesn't have a barrier free universal washroom for staff, adult visitors, rentals, etc. to access. The modifications to two very small rooms in the SE corner of the building are not ODA compliant for washrooms or any use under the ODA. They are extremely small in size, difficult to gain access to from the classroom and do not have an entrance from the corridor. On my last visit in 2011 they were used mainly as storage rooms.

8. The school gym is not compliant with current OAD standards. The door ways from the corridor are less than 850-1100mm in width, there is not lift to the stage and a secondary ODA compliant exit from the gym to the exterior will be required.

Conclusion: As with all 1950 built HWDSB schools, accessibility was sadly not part of the original design. Prince Philip will require a complete renovation to allow safe legal access and washrooms for people who are covered under the ODA. The only difference between Prince Philip and other multi storey schools in the same ARC will be that it doesn't require an elevator. All of the other multi level schools that Prince Philip is being compared to have identical accessibility requirements under the ODA to become compliant.

McMaster Innovation Park

- MIP at 175 Longwood Road South, is a research park on 37 acres of land in the west end of Hamilton. It is intended to be a globally recognized centre of expertise in such fields as advanced materials and manufacturing, biotechnology and nanotechnology.



- MIP offers:
 - Private, government and university research facilities
 - Learning and training facilities
 - High-tech research driven companies
 - Business incubator / accelerator facilities
 - Conference and meeting facilities, short-term accommodation
 - Amenities- restaurants, retail, recreation and open spaces
 - Academic buildings
- The campus master plan provides over 1.7 million square feet of office, research and amenity space for the envisioned 3,000 park occupants.
- Most of the former Camco and Westinghouse manufacturing buildings were not suitable for adaptive reuse for research, laboratory, office and academic space , so they were demolished to make room for the MIP
- The former Camco office, annex and warehouse building at the north end of the site on Longwood Road has been maintained and renovated.

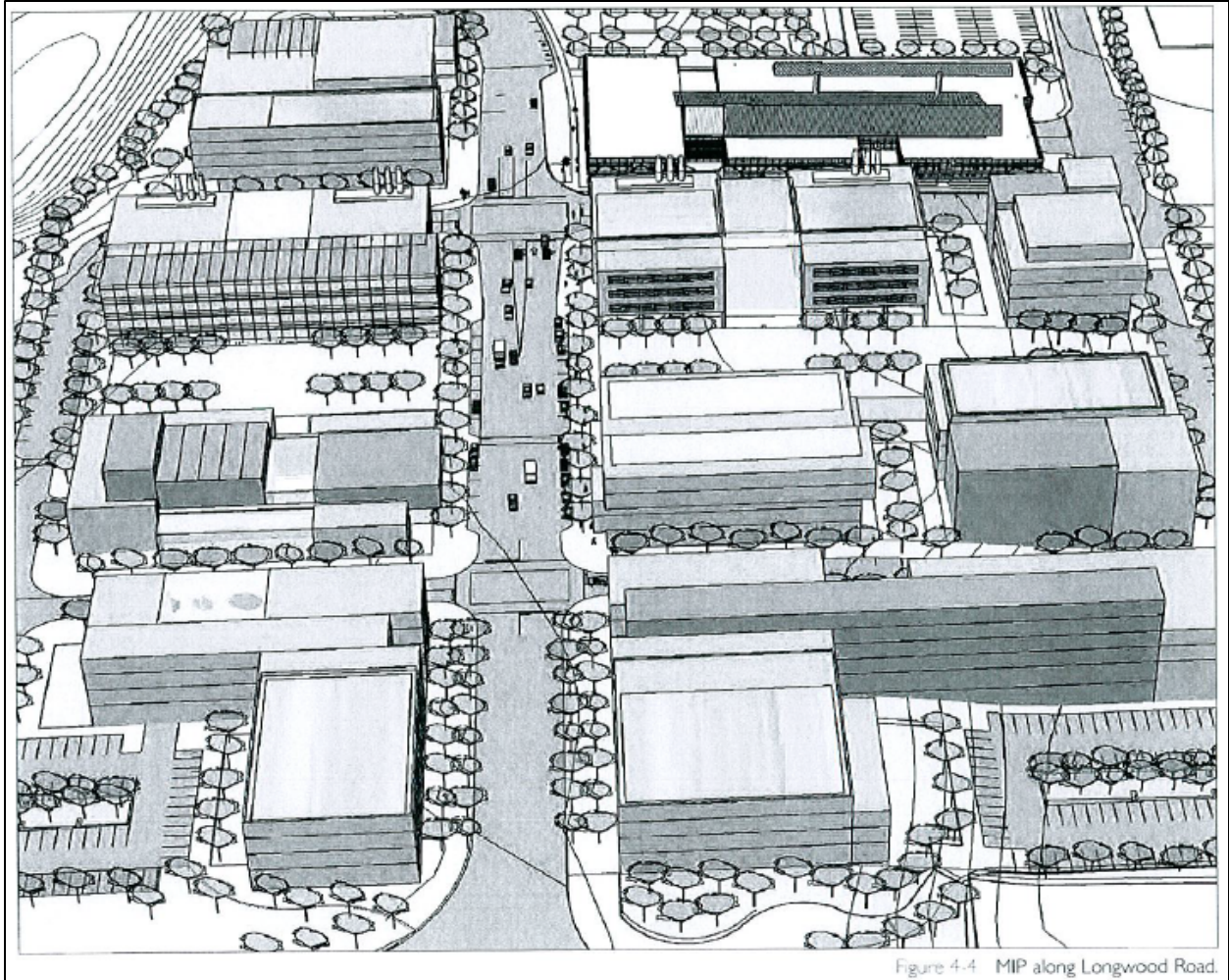


Figure 4.4 MIP along Longwood Road.

- Projects: MIP is a long term project developed in conjunction with the City of Hamilton, Province of Ontario and McMaster University with over 1 million square feet of space to be developed
 - Hotel: MIP is finalizing for the development of a 140 room long-stay hotel. Facilities will be designed to accommodate researchers and business people visiting the park, but will also be open to the public.
 - MARC: McMaster University's Automotive Resource Centre will be in the warehouse of 270 Longwood Road South. The space will be comprised of labs, meeting rooms etc. for Mechatronics and Hybrid vehicle technologies and research.
- Master Plan: <http://www.mcmasterinnovationpark.ca/pdfs/MIP%20Master%20Plan.pdf>
- PowerPoint Presentation: http://www.mcmasterinnovationpark.ca/uploads/MIP_website_presentation_april%202011.pdf

