



**Accommodation Review – Ancaster
Working Group Meeting # 1
December 8, 2016 - 6:00 pm
Ancaster Sr. School - 295 Nakoma Rd.
Minutes**

Attendance

Committee Members: Max Brett, Sandy Bovair-Young, Sheri Mainprize, Henry Kolodziej, Emily Cain, Sarah Hopen, Jennifer Kershaw, Elizabeth Crawford, Michael Bell, Stephen Obermeyer, Gint Murphy,

Committee Member Regrets: none

HWDSB Resource Staff: Superintendent Bill Torrens/Chair, Ian Hopkins, Ellen Warling, Laura Subonovich, Tammy McLaughlin, Kelly Sweeting, John Gris, Jenny Seto-Vanderlip, Jackie Kurtz

Trustees: Ward Trustee Alex Johnstone, Chair Todd White

Public: Media, Richard Leitner

Recording Secretary: Sue Phillips

1. Welcome

Bill Torrens welcomed everyone and provided opening remarks. A roundtable of introductions followed.

Trustee/Board Chair Todd White offered greetings. The Accommodation Review is an opportunity for school revitalization. Ancaster is different than other areas due to population increase. Miraculous things can happen with reviews. We need to utilize the resources we have. We've set high expectations for ourselves. Let's try to find something better than what we currently have. Everything from small tweaks to whole area. You are in the drivers' seat. You are the committee, you drive the process. Challenge yourselves and find time for group discussions. We are here to support you.

2. Housekeeping Items

Meeting norms were reviewed. There will be differing opinions as we work through the process, review norms and work toward consensus.

The HWDSB Website will be updated regularly and can be viewed at <http://www.hwdsb.on.ca/reviews/>
There is a dedicated email address to be used for questions, concerns and suggestions. reviews@hwdsb.on.ca.

3. Correspondence

Ian Hopkins provided an overview of the correspondence process. Correspondence and questions will be brought to the committee for review. Ian is available to answer questions and/or requests. Correspondence will be a standing item.



- Q. Would the committee like to see the information with the alternatives, keeping in mind that financial information would not be detailed?
- A. It would be good to know if an option cost twice as much.
Ian indicated he could provide that information at the meeting in January.
- Q. What would be the timeframe for generating cost estimates for different sites for in-house?
- A. We can provide cost estimates for new schools and demolition costs but not as in depth as the school feasibility reports.

4. Overview of Binder

Ian Hopkins provided an overview of the binder contents. Details focused on background data, the school profile report, facility assessments, enrolment projection methodology, mapping and the feasibility study, which examines the realities and various scenarios. Initial options are starting points that can be adjusted. The initial report starts the process.

Sections 1-3 include Committee Membership, Timelines and Schedule and the Ministry of Education Pupil Accommodation Guidelines. The guidelines are a framework.

Section 4 is the Initial Report which includes the long term facilities master plan and guiding principles.
Section 5 - Appendix A – HWDSB Pupil Accommodation Review Policy, Directive and Terms of Reference.
Section 6 - Appendix B – School Profile Reports – shows various information on each school, such as number of classrooms, historical facility improvements, projected renewal needs, parking, and other information.
Section 7 - Appendix C – School Feasibility Study – for each location – purpose of this study is to investigate and review the existing facilities and provide guidance and recommendations on the implementation of HWDSB proposed improvements.
Section 8 - Appendix D – Alternative Options – six Alternative Options provided
Section 9 - Appendix E – Benchmark Items by School – Ministry of Education standard square footage for instructional and operational spaces.

5. Questions & Answers

- Q. What do we do with francophone students.
- A. Some families go to French board. Some do choose to go to our HWDSB French Immersion. Some families at Fessenden will identify as Franco Ontarian.
- Q. Is their communication between boards when building new schools?
- A. Yes, we are aware of when and where the separate school boards are constructing new schools. HWDSB also tracks apportionment rates which is the percentage of students who attend public school board vs catholic, Christian etc. The current apportionment rate: approximately 65% of students in Hamilton attend a public school.
- Q. Is the Initial Report based on 2011 census?
- A. The small amount of demographic data pertaining to Ancaster in the Initial Report is from the most recent census data available which is 2011. The housing forecasts used for enrolment projections are multiple times a year using data from the City of Hamilton.



- Q. Is there large growth by new Longos?
A. It is mostly commercial.
- Q. When are facility condition assessments of buildings done – there isn't a date?
A. Facility assessments are completed every five years and all addressed renewal items are updated by staff.
- Q. Currently we are loaded for 26 K students. When we exceed that number are we going to change the load number?
A. That is a Ministry of Education number that can't be changed at the board level.
- Q. Are there guidelines on washroom space?
A. This is a municipal bylaw.
- Q. What is a resource space?
A. It is a room that is over 400 sq. feet but less than 750 square feet utilized for assistance for students such as Learning Resource.
- Q. Renewal items – are they costs that have been put off?
A. Items that may affect health and safety are completed immediately while other items are completed based on the needs at every school in the system.
- Q. Do utility costs include Internet?
A. No.
- Q. If we renovated a school would it be better insulated to be more efficient?
A. Only the new part of the school would be better insulated.
- Q. Can we get a breakdown of each utility per school?
A. Yes
- Q. Are there guidelines from the Ministry regarding efficiency?
A. There are building codes. We could look into this information, possibly invite someone to join us to answer questions around efficiency.
- Q. Does the revenue from Community Use of Space have to do with the YMCA?
A. It is the lease rate they would pay for the space.
- Q. Why do the rural students go to Fessenden, why not Queen's Rangers? Are they set in stone?
A. Boundaries are created to create a balanced enrolment. The boundaries are reviewed as part of an accommodation review process.
- Q. Do you take into consideration the lack of a sidewalk?
A. Yes – safe walking paths are taken into consideration when planning transportation.
- Q. Where / when does the City of Hamilton give input on traffic flow?



- A. Traffic studies are usually completed during the submission of site plan approval.
- Q. Are French Immersion students all bussed in?
A. The majority of French Immersion students are bussed in Ancaster.
- Q. What are the costs of closures? Demolition
A. Staff will take that question away to answer at the next working group meeting.
- Q. What happens after an option is selected?
A. After Trustees approved an accommodation plan, staff will prepare a business case and apply for the required funding to the Ministry of Education.
- Q. When surplus properties/facilities are sold can we put an estimated value on those? It may affect our discussions.
A. Proceeds of disposition must be used to address renewal needs of existing schools. The proceeds are used for all schools at HWDSB.
- Q. How long can the board hold onto property?
A. The board determines if there is a long term or alternative need for the property/facility. There are still costs involved as they must be maintained.
- Q. When we look at a park near a school how does it affect us – to use during school hours?
A. Sometimes we have a lease to utilize the property. It is actually an excursion when we take students off the property so we need to be mindful of that.

6. Public Meeting – January 12, 2017 – Format

Bill Torrens provided an overview of vision for the public meeting asking for input from the committee.

- Provide an overview of the orientation session and Initial Report
 - Move into small facilitated groups of 6-12
 - Have breakouts with easels/chart paper
 - Facilitators (HWDSB staff) would collect feedback and report back to committee
 - Use guiding questions as they are quite effective
 - EBest is a great resource
 - Ian Hopkins and Bill Torrens could provide a 45 minute presentation on mandatory pieces followed by an hour for community to work in small groups.
 - Large visuals would be around the room
 - 25 minutes at end for last questions for people who don't feel their voice has been heard
 - We could potentially have digital options for those unable to get there
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- Q. How many people do you expect at the meeting?
A. We have had as few as four people and as many as 185
- Q. How do you build the groups?
A. 3 or 4 easels down each side of the gym – people form horseshoe seating for discussion. Each facilitator would provide a snapshot of the conversation.



- Q. School Feasibility Study – Is accessibility for gender neutral washrooms considered.
- A. That was not part of these studies.
- Q. Can there be an additional option that allows Queen’s Rangers to stay open for the rural community to survive?
- A. We will come back to this question. We would consult with the Queen’s Rangers community where they see themselves with the new Beverly site. Through this process there is an opportunity to adjust boundaries.
- Q. Are we going to see the facilities we are discussing?
- A. Yes we will arrange for tours of the facilities, however that cannot be done during the school day.
- Q. How can we partner with other entities such as recreation, parks, libraries?
- A. We do inform different levels of government about the accommodation review process. We can also ask the community for ideas.

Adjournment: 8:05 p.m.