



**Ancaster Accommodation Review
Working Group Meeting #3
Thursday February 2, 2017
6:00 pm**

**Queen's Rangers
1886 Governors Road,
Copetown, Ontario**

Agenda

- | | |
|---|---------|
| 1. Queen's Rangers Tour | 15 mins |
| 2. Standing Items | 10 mins |
| a. Confirmation of Public Meeting #1 Minutes | |
| b. Confirmation of Working Group Meeting #2 Minutes | |
| c. Correspondence | |
| 3. Tiffany Hills Tour Scheduling | 5 mins |
| 4. Information Requests from Working Group Meeting #2 | 15 mins |
| 5. Advisory Committee Work plan | 15 mins |
| 6. Public Meeting Discussion | 60 mins |
| 7. Next Steps | |

RESOLVED
Jan. 18, 2017

January 16, 2017

To Mr. Bill Torrence / Ms. Alex Johnstone,

I am taking this opportunity to write to you as a concerned parent with respect to the APR. I would like to acknowledge several reasons why my family and I are in support of the Initial Option set out currently in the review.

Although our oldest son has just recently started school at C.H. Bray this year, we have quickly realized the amazing community that exists within and surrounds C.H. Bray. The staff, the families and students have such an incredible sense of community. We were initially drawn to this neighbourhood and community due to the fact that the school was within such a close proximity. Since we moved to the community 7 years ago, we have seen a large turn over in the demographics as the number of families with young children that are moving into the neighbourhood is steadily increasing and is much higher than it was when we first moved in. We did our homework when selecting a neighbourhood for our family and when we chose to go into the HWCDSEB or the HWDSB educational stream. Our impression of the level of academic performance of the students from C.H. Bray in the EQAO reports had put us at ease that we were selecting a good school and neighbourhood in which to raise our family. However, it is incredibly unfortunate and a huge disadvantage to the students that the school is in need of so much maintenance. It is a shame that the staff that work so hard, from the amazing principal, teachers, support staff and of course the students, who are being set up to learn at their optimal potential in order to thrive and strive for academic excellence, have to do so in such a poor environment. The families in this community work hard, and just like in any other community, would like to see their hard earned funds put toward something that will be a benefit to the community. Is there no better investment than that of our children's future?

We have been informed that there are other alternatives to this Initial Option, but given the recent changes in demographics within the last 5 years, and all of the new communities that are being built, we feel very strongly that the Initial Option is the best for the community of C.H. Bray as well as the other schools that would benefit from the new school and renovations to their own, such as Ancaster Senior Public and Rousseau. This would help keep the "Village of Ancaster" feel very much thriving as the educational institutions would be centrally located within the heart of Olde Ancaster, where they have long been established. To move the students out of the Bray community would be a detriment to the surrounding community.

We would like strongly encourage the acceptance of the Initial Option and support the required changes in the community for the betterment of C.H. Bray. It takes a village to raise a child and whatever we can do, or have to do in order to help keep our students grounded in their own backyard communities and keep learning close to home, we will. It is not a cost effective measure to limp along and keep all of the current locations open, or continue to band aid the situations by committing to any of the alternative options provided. Please ensure we are reassured we made the right decision for our family, as many others are hoping they did as well.

Thank you for your time and consideration.


Amanda Marazia

Parent at C.H. Bray School and Member of the C.H. Bray Community

Mark Dodgson



Dear Bill Torrens and Alex Johnstone:

I am writing this letter to share my views and concerns for the schools and students who will be influenced by the ARC review of Fessenden, C.H. Bray, Ancaster Senior, Queen's Rangers, and Rousseau. There are a total of 1471 students who will be influenced in some way by the final decision made. All Ancaster schools are in desperate need of repair. All need to be brought up to current standards in order to meet the benchmarks for square footage as determined by the Ministry of Education. In addition, a number of schools have been deemed Prohibitive-to-Repair (PTR). It doesn't make sense to spend money on major improvements, excessive maintenance and updating of a school that is well beyond repairing in its current condition.

CH Bray is on the PTR list according to the Facility Condition Index (FCI) ratio, and the oldest school under review for the ARC (built in 1952). CH Bray is also over capacity of the On-the-Ground Capacity (OTG) at 312 students 157% capacity of the OTG, and well over the recommended 199.

School condition and the condition of learning environments is important when assuring equity and safety for all students. Is it equitable and safe for students of CH Bray to continue to learn in an environment that is PTR, and only receiving renovations when required for health and safety? Is it equitable for student in Ancaster to continue to be exposed to learning environments that were all constructed in the 1950s (Fessenden 1959, C.H. Bray 1952, Queen's Rangers 1958, Rousseau 1958) with the exception of Ancaster Senior (1968)?

"Elementary program has significantly changed over the past half century" (HWDSB, Ancaster Initial Report Final Print). In order to meet the needs of current education programs that has changed since all of the buildings that are under review were constructed, serious renovations and rebuilds need to occur. The gym space at schools such as Fessenden and CH Bray are in short supply when trying to provide for 136% capacity and 157% capacity respectively.

New schools are built with optimal gym space, large learning commons, optimal resource spaces, large kindergarten classrooms all equipped with bathrooms, change rooms for gym, space for staff room and office space. Currently at CH Bray, anytime a ball touches the ceiling, the gym has to be closed and the asbestos team needs to be called in for inspection. This is not meeting the program needs of the students of the students at this school, and the program requirements DPA by the Ministry of Education.

Students at CH Bray are forced to change in the one and only bathroom area, as there are no change rooms or other space for students to change for gym. As outlined in the OPHEA document "At the beginning of the school year, teachers must instruct students in appropriate change room conduct as well as emphasize the need to change quickly and proceed to the gym. Reinforce this guideline as necessary during the school year." and "Appropriate athletic footwear must be a minimum uniform requirement. Appropriate athletic footwear is defined as a running shoe with a flat rubber treaded sole which are secured to the foot. Running shoes

with higher heels, wheels, rubber, plastic or metal cleats, open toes, open heels are not appropriate. Students must also wear appropriate clothing for physical education classes. Shorts or sweat pants and T-shirts/sweat shirts are examples of appropriate clothing. Deviations from this minimum are listed on activity pages. Some ill-fitting clothing, hard-soled shoes, and socks without shoes can inhibit movement and possibly cause injury during active movement. Where religious requirements present a safety concern, modifications to the activity must be made." . There is only one set of boys and girls bathrooms in the entire school, except for the Kindergarten ones located in the classrooms. This means that boys changing for gym in grades 4, 5 and 6 can at any time have the door open and a grade 1 or 2 student or another student from their grade walk in on them while changing for gym. This is unacceptable. Students need privacy and have space to change into appropriate gym attire.

There is also no library or large learning commons that is found at new schools at CH Bray. The library is located in a classroom. It is not conducive to the new elementary program which focuses on inquiry, and student lead learning. CH Bray has no resource space and it has the second smallest staff room of 380 square feet to a deficit of 13%, only to Queens Rangers. However, Queens Rangers staffing is significantly smaller due to lower student enrolment. According to the ministry of Education standard square footage for instructional and operational spaces, CH Bray is also showing deficits in square footage in all 7 areas of the benchmarks. FDK space is too small by 52%, general office space is too small by 81%, gym and stage is too small by 27%, and staff room by 13%. CH Bray is the only school that is missing three of the benchmark items: change rooms, library and resource room.

Initial option one is also the preferred option since Ancaster Senior meets most benchmarks for space, except FDK space (currently a 7-8 school). The proposed addition of 3 FDK spaces in initial option 1 to this school would resolve this issue completely as it is incorporated in the \$3,752,669 renovation.

The 5 year renewal needs of CH Bray to bring it up to current AODA standards, and addressing urgent or high priority renewal items cost more than it's current replacement value. These costs do not even address asbestos (a material known to cause cancer). Is it in the best interest and well being of students to keep them at a school known to contain asbestos? If we have the opportunity to move students from schools known to contain asbestos to a new building, it makes sense that we would take advantage of the initial option 1? It is the safest option for the students in these buildings. The cost to bring CH Bray up to AODA standards is \$8,578,725. This cost is only \$4,550,490 less than a brand new build.

Also, the initial option 1 supports LTFMP and Elementary program strategy of HWDSB. Both of these support JK-8 school models reducing the transitions and keeping communities together from K-8. Students are split equally between three facilities all receiving renovations and new builds as required. All three schools would be utilizing the schools within the optimal utilization to ensure maximum operational funding. Initial option 1 will also reduce the number of portables needed, both at Fessenden (due to closure), CH Bray and Rousseau. CH Bray contains asbestos throughout the entire school, except for the port-a-pack. Initial option 1 will eliminate unnecessary exposure to asbestos to the students, staff, and parents. A new school at CH Bray would provide quality learning and teaching environments that support student achievement and are in line with HWDSB Strategic Directions. (Annual Operating Plan 2011-12).

Initial option 1 also allows all three remaining schools to become JK-8 schools. This reduces the number of transitions students need to make in their elementary educational career. Students would be able to start and remain at one location until grade 8. JK-8 schools offer

more specialized opportunities for students in subjects, for example instrumental music, science, art, physical education and library. With more staff per student at all three schools, there will be more teachers to offer extracurricular and inter-mural sports to students. Initial option 1 also supports optimal utilization rates of school facilities, where all three schools fall within 90-110% range.

Initial option 1 also supports optimal school capacity for an elementary school between 500-600 students, which creates two to three classes for each grade. This allows for team planning between teachers, opportunities to split students known to have difficulties learning together and allow for pooling of teaching resources. Initial option 1 also allows balance between the French Immersion and English track students which is ideal for balanced program delivery. This is currently not the case at Fessenden.

An argument has been raised that Queen's Ranger students do not want to take a long bus ride to the new building at CH Bray as suggested in initial option 1. Currently Queen's Rangers students who take the bus have the longest bus time of 31 minutes, and shortest bus time of 31 minutes (HWDSB, Ancaster Appendix B SIP). Currently 113 of the 117 students at Queen's Rangers already take the bus to school. The new build at CH Bray would have an average bus ride of 4.2km and Queen's Rangers current distance to school being 5.8kms. CH Bray also has a large number of students who walk to school (37%, 117 students), which with initial option 1 would be able to continue. Even with the increase in distance to the new CH Bray, bussed students previously at Queen's Rangers would still fall within HWSTS requirement and will not exceed 60 minutes one way (Transportation Policy, 2014). Fessenden has a large number of students who walk (67%, 333 students), who with initial option 1 will be able to continue to walk to Ancaster Senior which is just across the parking lot.

Another favourable result of initial option 1 is fostering student achievement. Queen's Rangers grade 3 students who are at or above the provincial standard in reading, writing and mathematics respectively are: 54%, 54%, and 38% (EQAO). In grade 6 the results for Queen's Rangers students at or above the provincial standard in reading, writing and mathematics respectively are: 87%, 61% and 35% (EQAO). All results for Queen's Rangers grade 3 students fall below the board average of students at or above provincial standard (reading 65%, writing 69%, mathematics 54%, EQAO). Both writing and Math for Queen's Rangers students fall below the board wide average of students at or above provincial standards (writing 73%, mathematics 42%, EQAO). CH Bray students achievement on EQAO is significantly higher. Grade 3 students at or above the provincial standard in reading, writing and mathematics respectively are: 89%, 90%, and 67%. Grade 6 students at or above the provincial standard in reading, writing and mathematics respectively are: 89%, 90%, and 67%. The benefit to achievement would be the teaming of teachers with 2-3 classes of each grade at the new CH Bray school. This would allow teachers to incorporate teaching methods and practises known to be successful as a result of EQAO data. This would benefit the entire school population of 564 students at the new build at CH Bray.

There are numerous reasons outlined above why initial option 1 is the best choice for the Ancaster students, teachers, board and community. It makes the most sense financially. It best follows board initiatives based on optimal utilization, school sizes between 500-600 students and moves all 3 schools to the JK-8 model. Initial option 1 encourages the fostering of student achievement with 2-3 classes of each grade, allowing team teaching at all three Ancaster schools. It provides an opportunity to pool teaching resources and increases the availability of extra-curricular and inter-mural sports. It brings all three schools up to the current standards of square footage in the benchmark areas. It allows for the largest

population of students to continue to walk to school. Those currently utilizing bus transportation would take a slightly different route to a brand new location. It allows the well-being of students to be put at the forefront of schools known to contain asbestos. I hope that the trustees and superintendent consider all options beyond emotional ones when making a decision that affects so many in our community.

Sincerely,

Mark Dodgson

In relation to yesterday evening's meeting, I hope that you will pass along this e-mail as correspondence:

I am Queen's Ranger's School's Community Representative.

Since the continued integrity of our community depends upon the continued existence of the school, I have a fixed responsibility to defend this excellent small rural school and its supportive community.

In this review process, the only option presented to retain Queen's Rangers School is contained in only one of several not-preferred alternatives.

This not-preferred alternative which preserves Queen's Rangers contains several provisions besides keeping Queen's Rangers School open. I disapprove of some of the linked provisions in this alternative, but this must be irrelevant to my primary responsibility.

I am put in the uncomfortable position of supporting the preservation of schools which should indeed be replaced, simply because these have been randomly (?) linked. In yesterday evening's meeting I found myself in an Orwellian double-speak situation of being urged to double-think my clear responsibility which I honourably assumed when agreeing to act as Queen's Ranger's School's Community Representative. This was an untenable request.

My solution is to ask, in this e-mail, that these options be pulled apart and re-tweaked so that the preservation of Queen's Rangers does not necessitate the preservation of schools which have outlived their natural lives.

I have lived in my house on Jerseyville Road West for 50 years. During this time I have served as initiating chairman of Ancaster's Local Architectural Advisory Committee, and in that capacity we completed a survey of all houses and churches in Ancaster constructed prior to 1900, and identified those of interest to designate under the Ontario Heritage Act. Next, I served as President of Ancaster's Historical Society, and in that capacity we surveyed our graveyards and photographed all headstones placed prior to 1900, and we then gave copies of both surveys to the provincial archives. In addition, the Ancaster Historical Society had raised money through publication of a history of the town, and this was set aside to fund a town museum; a house was left in a will to the town, and we accepted this for a museum on behalf of the town: thus Fieldcote was born. During these fifty years I have witnessed the ruination of the old Village of Ancaster through thoughtless development, and experienced the deterioration and decentralization of a community. I worked for the regional government in a freelance capacity upon its inception, and in Hamilton City Hall for a decade on an historical project--until the 1990's--so I witnessed the changes in government which smoothed the way for the developers. And I remember my husband—a farm-raised product of an Ontario-one-room school and eventually university professor—wringing his hands in distress when Bill Davis pulled apart the excellent old Ontario curriculum in favour of a "California" model.

In Queen's Rangers we have an intact community school, albeit precariously placed on the outer rim of thoughtless ruination. There is no apparent reason other than officiously bureaucratic why it cannot be preserved in its present form. It's a success. It's beloved. I was once a Queen's Rangers parent, a parent-volunteer supervising the school's student-produced newsletter: The Ranger. Forty or so years later, I am beyond volunteering but still support the school with gifts of books.

Please reorganize the options so that we who are devotedly defending our very successful rural school need not implacably oppose those who are very reasonably working to rectify obviously-unacceptable conditions in their own urban—for, yes, Ancaster is now urban—schools. This reorganization will ensure that we can transform ourselves into a true working group. This will also relieve me of George Orwell's nightmare!

—Emily Cain

January 24, 2017

Dear Mr. Torrens and Ms. Johnstone,

I would like to express sincere thanks on behalf of the community for bringing CH Bray through the ARC review process. We've been waiting a long time for this opportunity.

Through discussion with others at our school, I am able to say that we are most pleased with the Initial Option put forth by the school board. After careful consideration of each and every option available to date, I whole-heartedly agree that the Initial Option is the only one that would suit the needs of the majority of students in the Ancaster area. I would like to outline my rationale for supporting this option:

1. **CH Bray has been in a state of disrepair for many years.** We have experienced mould growing on the walls, bathrooms that smell so bad the children try to hold it all day long until they get home, asbestos ceiling tiles that shut down the gym if the ball hits the ceiling, the rot of dying animals in the floor/walls, and air quality that is so poor the children and staff have difficulty breathing at times. This list doesn't even consider the state of disrepair behind the surface! The deplorable conditions are not those that anybody would expect for our children. Alternative Option 1 is absolutely not acceptable to us. We simply cannot live in this building any longer. As your own research and data suggests, a renovation to CH Bray would be far more costly than it would be to tear it down and rebuild it. We have the highest FCI and the highest utility costs by far, and therefore Alternative Option 2 is not a financially responsible decision.
2. Although we really love our small, tight-knit community, we are willing to **accept the larger K-8 school model** as we realize it brings with it many benefits, including:
 - a. Fewer transitions for students between schools
 - b. It's easier for families with multiple children to have them all housed in one building
 - c. Increased social networking for students and families
 - d. Increased opportunities for extra-curricular activities
 - e. Increased opportunities for teachers to collaborate and grow in their own learning and practices
 - f. Increased opportunities for specialized programming
 - g. Increased leadership opportunities for older students
 - h. A larger student population means more diversity, and so students are more likely to find like-minded peers, or a niche they feel comfortable in
 - i. Grade 7 and 8 students have increased instructional time, as they don't lose time to transitions between classes.

Having acknowledged these benefits of a slightly larger school, I do worry about building schools that are so large we lose all sense of community, family involvement, and the high academic standards that most of the Ancaster schools have always exhibited. The idea of going from our existing 5 schools, down to 2 super-sized schools where the student population is in the range of 600-750 children, worries me terribly. Research shows that super-sized schools aren't the best idea for the well-being of our children, or the engagement level in their academics. For these reasons, I feel that Alternative Options 3, 4, 5, and 6 would compromise the high quality education and student well-being that we have experienced to date.

3. Although it is always sad to see a school close, and we truly do sympathize with our neighbours, I fully **support the closure of Queen's Rangers and Fessenden** for a number of reasons, including:
- a. Having 2 adjacent buildings is unnecessary. Based on the quality of the buildings and public accessibility to them, it is logical to close Fessenden rather than ASPS.
 - b. Queen's Rangers parents argue that their closure will compromise student travel time to school. However, 97% of their student population already rides the bus, their grade 7 and 8 students are already coming in to Ancaster, and a boundary review would ensure that their students are within the school board's mandate of under 60 minutes travel time. I also feel that when you move into a rural community, you do so with the understanding that living farther away from the city will increase your travel time to shops, libraries, recreation, highways, etc. It is not a stretch then, for future families to include schools in that understanding.
 - c. Queen's Rangers parents argue that they want their small-school culture to be preserved. However, their grade 7 and 8 students have been coming in to Ancaster and participating in a larger-school atmosphere, without any argument that I am aware of. We need the Queen's Rangers families to understand that CH Bray also has a terrific sense of community and family involvement. We welcome them to join us and experience that!
 - d. Queen's Rangers parents have presented research to show that small-schools outperform larger schools academically. However, their EQAO results show that the small-school environment is not working for them. The school is consistently showing results for reading, writing and math that fall well below the board's average, and very far below those of the other Ancaster schools.
 - e. Queen's Rangers parents have put forth a petition signed by family members and community members in favour of keeping their school open. However, I would like to point out that this petition loses its impact for two reasons. First, the petition does not provide those signing it with all the information they need to make an informed decision. The people signing it were not told that by keeping a school open for 128 students, the other 1400 students in Ancaster may lose the opportunity to be housed in schools that would promote 21st Century learning and improve student engagement. They were not informed of the financial implications of keeping their small school open either. Second, the number of signatures on their petition is misleading, as many of the signatures come from extended family, friends and community members who have no ties or interest in the Ancaster schools. They simply signed the petition because somebody they knew asked them to. I am certain that had they known that saving Queens Rangers meant 1400 other Ancaster children would continue to live in run-down facilities, many of them would not have signed that petition.
 - f. Keeping Queen's Rangers open, creates large financial implications for HWDSB. The school is operating at 50% capacity. In addition to that, our school board is paying for a principal, secretary, and caretaking staff for a student body of only 128 students. In tight financial

times, our school board cannot afford to fund a school with such a high operating expense. The monies would be much more effectively used in many other areas.

In closing, I thank you for inviting such correspondence into this process. Thank you for your thoughtful consideration of our issues and concerns. I look forward to hearing of the progress being made to support as many of the Ancaster students as possible. We all want what's best for the children, and I trust you to make the decision that will put Ancaster students in the best possible learning environments. I hope that decision is the Initial Option.

Sincerely,

Carolyn Younger
Parent of CH Bray students

Reasons We Love Our School

- All the people/teachers know who I am and are interested in what I do
- I know everybody at the school
- We do lots of fun activities like M.I day, Mad Science
- Glee Club, Checkers Club, Swim team, movie night, Pajama day and Christmas lunch
- Queens Rangers is AWESOME keep it open!

Ayda Sultanin
Grade 3.

Hilroy

Received Feb 2, 2017

Hello,

I'm a parent from the Copetown community and would like to share this informative article with the review committee.

<https://www.thereview.ca/2017/01/25/mental-health-and-school-closures/>

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Sincerely,

Penny Santa-Barbara



ACCOMMODATION REVIEW



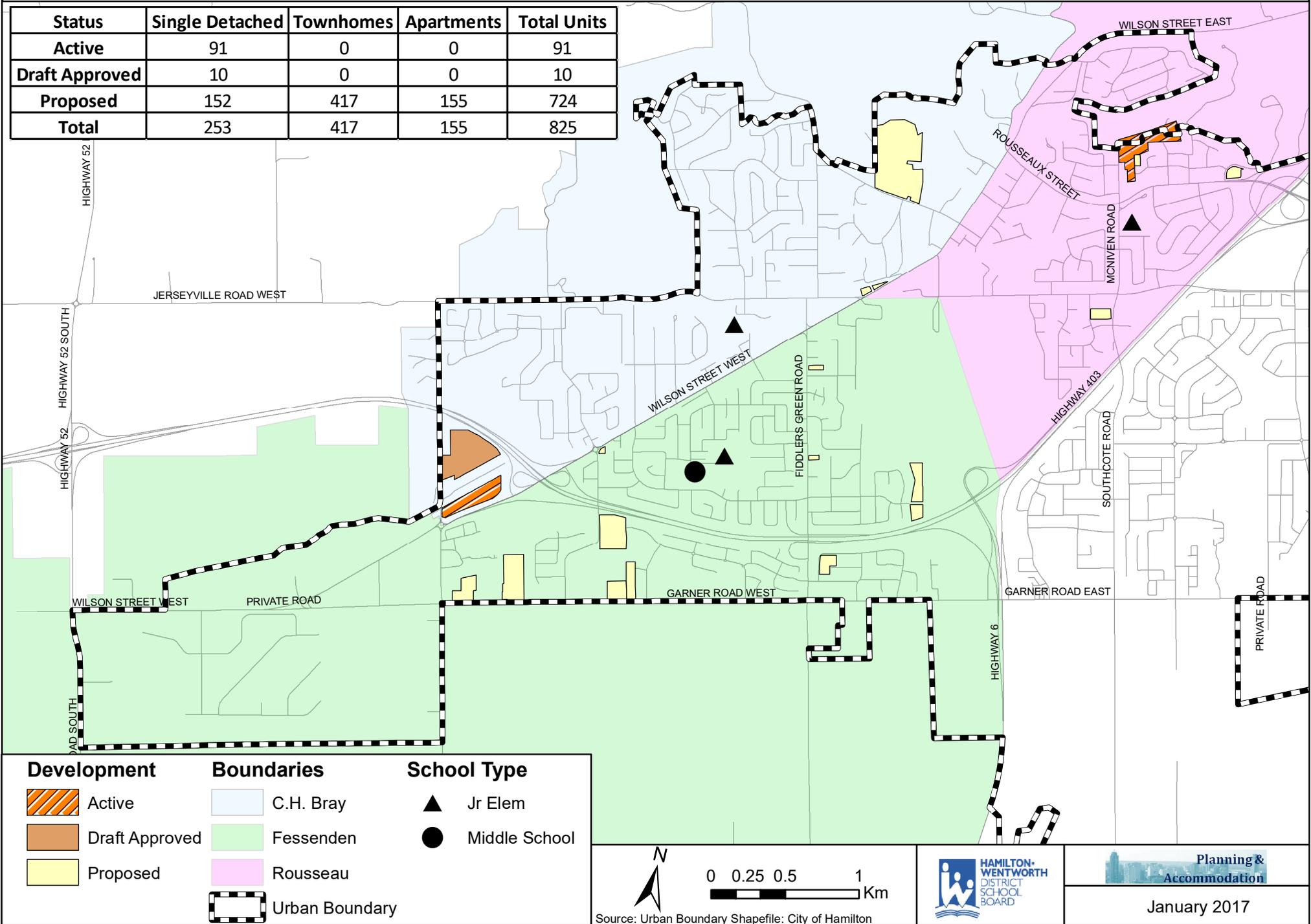
Ancaster – Advisory Committee Meeting Schedule

| Meeting | Date | Location | Time |
|---|-------------------|-----------------|---------|
| Advisory Committee working group meeting #1 | December 8, 2016 | Ancaster Senior | 6:00 pm |
| Public Meeting #1 | January 12, 2017 | Ancaster High | 6:00 pm |
| Advisory Committee working group meeting #2 | January 18, 2017 | Rousseau | 6:00 pm |
| Advisory Committee working group meeting #3 | February 2, 2017 | Queen's Rangers | 6:00 pm |
| Advisory Committee working group meeting #4 | February 15, 2017 | CH Bray | 6:00 pm |
| Advisory Committee working group meeting #5 | February 22, 2017 | Tiffany Hills | 6:00 pm |
| Advisory Committee working group meeting #6 | March 2, 2017 | Fessenden | 6:00 pm |
| Public Meeting #2 | March 9, 2017 | Ancaster High | 6:00 pm |
| Advisory Committee working group meeting #7 | March 21, 2017 | Ancaster Senior | 6:00 pm |

Proposed additional meeting February 22, 2017 at Tiffany Hills

Ancaster Planning Area Residential Development

| Status | Single Detached | Townhomes | Apartments | Total Units |
|----------------|-----------------|------------|------------|-------------|
| Active | 91 | 0 | 0 | 91 |
| Draft Approved | 10 | 0 | 0 | 10 |
| Proposed | 152 | 417 | 155 | 724 |
| Total | 253 | 417 | 155 | 825 |



Development

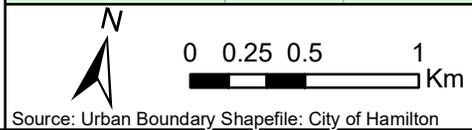
-  Active
-  Draft Approved
-  Proposed

Boundaries

-  C.H. Bray
-  Fessenden
-  Rousseau
-  Urban Boundary

School Type

-  Jr Elem
-  Middle School

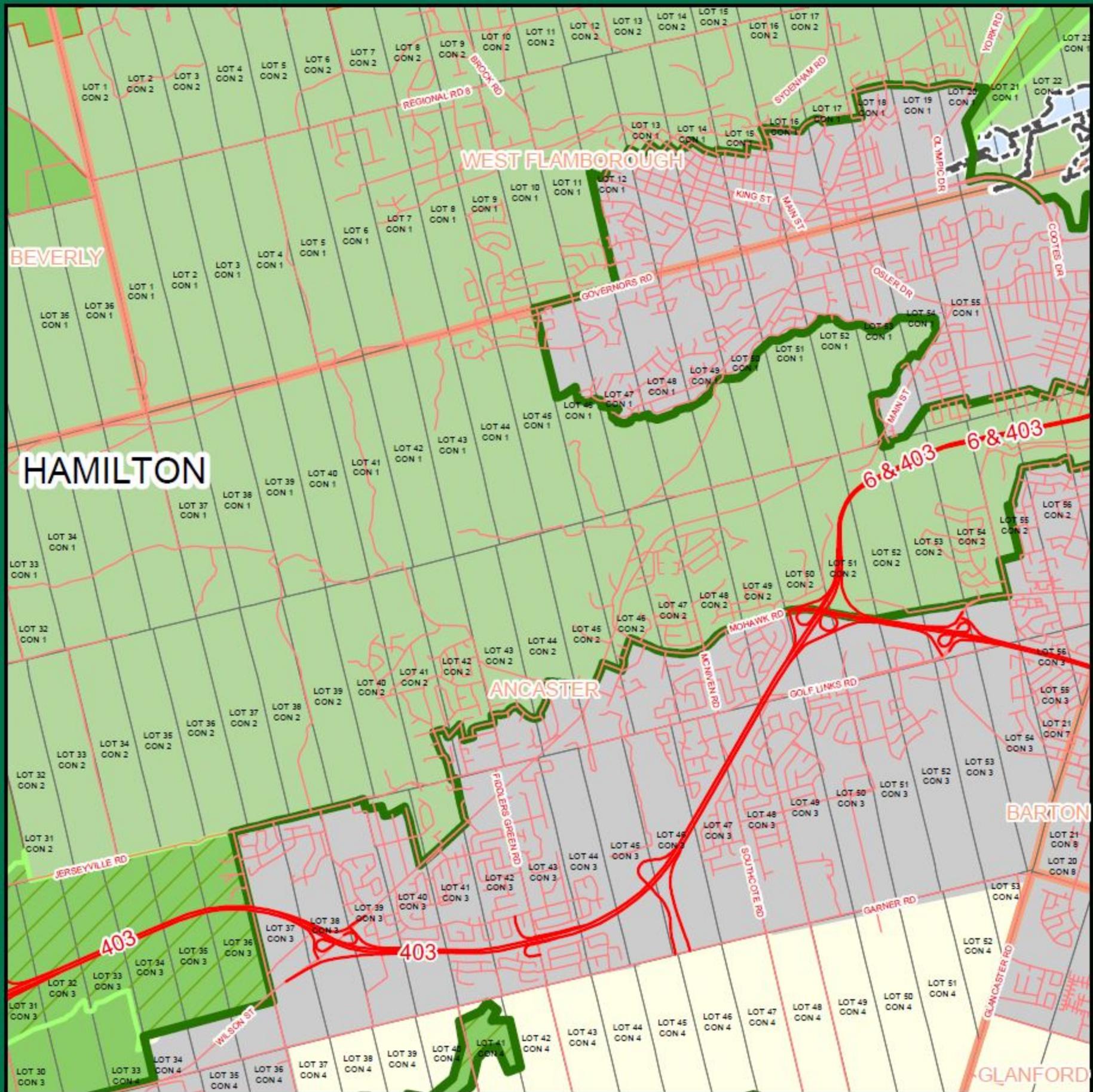
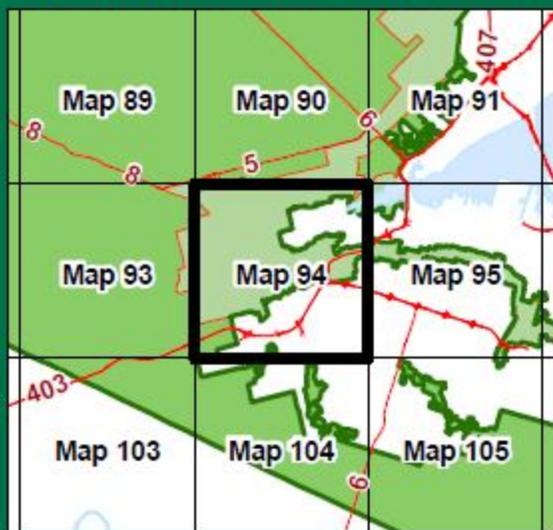


Source: Urban Boundary Shapefile: City of Hamilton



January 2017

Greenbelt Plan
Map division and enlargement



LEGEND



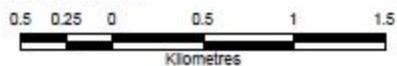
- Greenbelt Area*
- Protected Countryside
- Towns and Villages
- Niagara Escarpment Plan Area
- Oak Ridges Moraine Area
- Settlement Areas Outside the Greenbelt
- Natural Heritage System
- River Valley Connections
- Upper-tier Municipal Boundaries
- Single-tier Municipal Boundaries
- Lots and Concessions
- Major/Minor Roads
- Geographic Township
- Water

Projection: UTM zone 17 NAD83
copyright Queen's Printer for Ontario, February 28, 2005
Produced and data sources by the Ministry of Agriculture and Food, Ministry of Municipal Affairs and Housing and Ministry of Natural Resources
Additional Data Sources: DMTI Spatial Inc.

Notes:
Settlement boundaries reflect current municipal Official Plans. For precise boundaries and locations of Settlement Areas (Towns/Villages and Hamlets) the appropriate municipalities should be consulted.

The information displayed on this map has been compiled from various sources. While every effort has been made to accurately depict the information, this map should not be relied on as being a precise indicator of locations of features or roads nor as a guide to navigation.

* Ontario Regulation 59/05



g r e e n b e l t