



**Ancaster Accommodation Review  
Public Meeting #1  
January 12, 2017- 6:00 pm  
Ancaster High, 374 Jerseyville Rd. W.  
Minutes**

## **Attendance**

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

**Committee Member Regrets** – none received

**HWDSB Resource Staff** – Director Manny Figueiredo, Jackie Kurtz, John Gris, Tammy McLaughlin, Jenny Seto-Vanderlip, Joe O'Connor, Sajah Stiller, Kelly Dunford, Kimberly Baturin, Theresa Price

**Trustees** – Greg Van Geffen, Alex Johnstone, Dawn Danko, Jeff Beattie

**Public** – R. Leitner/Media, C.H. Bray 10, Ancaster Sr. 3, Fessenden 25, Queen's Rangers 24, Rousseau 9

**Recording Secretary** – Sue Phillips

## **1. Welcome and Introductions**

Bill Torrens welcomed the group and thanked them for taking the time to participate in the review process. Bill introduced the co-facilitator of the meeting Ian Hopkins from our Planning & Accommodation Department. Bill introduced the principals from the five schools under review. Trustee Greg Van Geffen and Alex Johnstone were also introduced.

Trustee Alex Johnstone welcomed the group and thanked them for taking the time to be involved. There will be an ongoing dialogue for the next few months. If you have ideas going forward you can go through our website or contact me or talk to your school principal. This process is an opportunity for parents, public and the wider community as well as students to be involved. We did hear from a Gr. 2 student today.

Bill Torrens reviewed the agenda. The initial option is a ministry mandate. At the heart of this we are asking you to share your thoughts. Tonight is really about us listening to you as a community.

Bill reviewed meeting norms and timelines. Tonight is about listening. After this evening stay connected through our website and/or email address. Bill also reviewed the orientation session that took place on November 28, 2016.

Bill reviewed purpose of the review as an opportunity to revitalize our schools with a vision of modern learning environments. Your voice today helps us shape that. Decisions coming out in June are important for our children for long term. The advisory committee is your conduit and they will help us analyze and shape the feedback.

Bill reviewed the committee mandate and role. The committee is your conduit.

Bill Reviewed the key criteria. We want schools at 90%-100% capacity. We want to have students not spending more than 60 minutes on a bus. We want to have 21<sup>st</sup> century learning happening.

Bill reviewed meeting dates - working group and public.

Ian reviewed the schools under review and the boundary map. Also involved are French Immersion boundaries.

Ian reviewed the Initial Report, SIP attachments, purpose of initial option, initial option and enrolment figures.

Bill reviewed community consultation, as we work through this – community consultation is at the heart of the process. We want to know what you want us to consider.

Bill reviewed table activity process and information packages, showing question slide.

Following table activity Bill debriefed. Each table shared three top ideas from the activity. Table activity feedback is included in this document.

Bill thanked the group for their feedback and shared email address and next meeting date.



## 2. Adjournment

The meeting adjourned at 7:40 p.m.

Next Meeting: Working Group #2 January 18, 2017, Rousseau



## Accommodation Review Public Meeting #1 Public Feedback

Table Activity Feedback – Ancaster PM #1 – Ancaster High Jan. 11, 2017 - **DRAFT**

### What are the advantages / disadvantages of the initial option?

#### Advantages

- Upgrade in technology for learning - 2
- Facility (new, upgrades, heat, hydro, efficient, reduce operational costs) - 4
- Smaller schools – better learning opportunities and stronger communities - 4
- Build a new building over renovations (safer options) / over capacity for 90%
- High degree of parental involvement
- Great music program
- QR seeing a trend of city people moving to the country
- 2-FI schools minimize transition, kids can be more with their neighbourhood community/school community - 9
- Lower student population – not overflowing -5
- Walkability / environmentally friendly - 5
- Cost savings due to less schools-3
- Similar student populations
- Most schools are being preserved – than expected
- Better transportation, less time on bus, less buses particularly at Fessenden
- Less transitions during elementary - 4
- We are creating more space
- Schools being renewed
- Addition of FI at Rousseau
- Better resources for students with special needs currently attending QR
- Some people like K-8 structure - 3
- Improve QRs EQAO testing scores (potential to)
- Rousseau-dedicated French space
- Rousseau – concerns of over capacity
- Rousseau – minimize transitions within the school
- Rousseau – smaller school = stronger community
- Larger classrooms
- Financially responsible to rebuild rather than maintaining old buildings
- Expanding social networks for students in larger school

#### Disadvantages

- Specialist teachers eg; music, science (preserve)
- Technical logistics
- Transportation – commute by car 16 minutes, or transport by bus 60 min., long bus attentiveness, learning potential, participation in extra-curricular, length of time on bus for QR, CH Bray transport in/out, no traffic light just cross walk - 7
- Infrastructure to handle transportation (not an artery road, single lane road, traffic circle back-up
- CH Bray small site (20 parking spots, nursing home)
- Impact job opportunities after school eg; farm
- Losing smaller community rural connection, CH Bray/QR live in rural areas for a reason, farming community - 7
- Academic success decline
- CHBray has only one way into school on dead-end street (QR no traffic)
- Ancaster has problem, you are closing QR to fix Ancaster schools
- Alex is not the trustee that QR voted in – she represents Ancaster schools not Flamborough
- 2-FI schools – if not registered on time could be forced to other school - 2
- Broken up friendships with FI splits (mental health)



- Protect green space
- Where #s are coming from in 10-year plan
- What happens if there is more growth than expected
- Where is the outdoor areas from CH Bray and Rosseau going- how are they going to accommodate outdoor time/soccer etc.
- Queen's Rangers is a small school and should have been part of bigger talk with Beverly & Seaton It is a rural school that could have been dispersed between Dundas & Flamborough.
- QR not quite the same issues as Millgrove (which stayed open) but should have been considered
- QR is most affected by the recommendation
- Higher capacity limits small school feel and may be a loss by merging 7/8
- 7/8 is a good stepping stone for secondary
- Will there be less resources per child with the larger school
- 564 @ CH Bray is not enough. Lack of consistency with social groupings. Impact to families.
- Portables
- CH Bray – transportation in and out/drop off/buses – no traffic light, just cross walk
- Tiffany Hill – reach capacity in 2 years then what?
- CH Bray closed geographical space – why not Fessenden?
- Will it be a direct transition from Fess to ASPS? What is the transition timeline/the order? What does the build look like for currently enrolled students?
- Developments south of Garner now 20.5 city land? HWDSB?
- If CH Bray is made larger concern about traffic
- Loss of rural school in Ancaster district
- Concern about population increase behind Longos
- When/if greenbelt restrictions are lifted there will be an increase in population
- Transportation – QR community over 1 hour – distance affects quality of life/programs
- Fessenden issue with FI, not enough resources for 1 school (teachers, books, resources, etc.)
- QR farming community
- Not interested in bigger schools
- No grade division – all students play together on playground. You do not get the personal attention & support & help
- Rural – school time is social time – can't play together properties are far apart – school is the only real connection
- Ancaster schools (Fessenden/CH Bray) kids mix together – 2 daycares – our kids attend rec centres, daycares together
- Improved facilities & opportunities (they will finally fix things)toilets, gym, changerooms, seating, new library
- New school – health & safety concerns
- CH Bray – access to wiring technology – we have wifi, ipads, smartboards
- CH Bray – newer school is the key not big vs small
- Fessenden – chalkboards, no smartboards
- Loss of opportunity for outdoor learning for QR students
- K-8 structure – too much extreme between K & 8
- Having FI at 2 schools splits available resources
- Not a fan of large population schools
- Loss of transition between middle school & high school
- Rousseau – lack of outdoor space (property too small)
- Small community means we can have a larger facility somewhere else
- Transportation / parking/road issues
- Lose smaller communities
- Lose parent voice and engagement
- Not a new building, not modern
- Concerns over busses
- K-8 in one school
- Having a transition from elem to middle provides a step to transition to high school
- Finding qualified staff for 2 FI schools



- School community will be lost
- K-8 really big
- CH Bray is a landlocked property
- What if land is developed then we run into overpopulation again – back to same issue
- Option to move Fessenden over to ASPS temp- and build larger Fessenden to meet growth needs and to provide nicer facility for that school. Safety and well being. There are options to build k-8 or keep 2 facilities – Fessenden & ASPS – use the green space.
- Ensure transition is smooth and happens well.
- Ensure preservation of green space and add a splash pad
- Do boundary review for QR 1<sup>st</sup> to get a better idea of numbers
- Where are kids going during renos. Families need to stay together
- Losing advantages of smaller school community-optimum size for schools 325-350 so new schools will be beyond that
- Logistics of building a new building on the CH Bray site- already congested, anticipating issues with space
- Eliminating middle school means students will not have the advantage of the transitional school before high school
- Broken up friendships when FI splits (mental health)
- Losing smaller rural connection
- What will happen to torn down rural property? Protect green space, where #s are coming from in 10 yr, plan, what happens if there is more growth than expected, where is the outdoor areas from CH Bray & Rousseau going – how are they going to accommodate outdoor time/soccer etc, length of time for QR - 2

## What additional factors would you like the planning committee to consider?

- protecting rural community feel
- green belt – where does it expire?
- 600 new homes behind Longos – where will students attend?
- Real estate value of Bray (Ancaster ) VS QR – CH Bray sell for more money
- 7 acres community centre – QR could invest in an eco friendly school
- Is there another site to consider to build a school additional properties?
- Ease of transportation to QR (accessibility)
- Boundary – offering Beverly Central to some will split the community
- School is heart and soul of the rural community effect on activities eg; baseball, touch a truck
- Are the stats of QR current? Saw 25+ students this year
- QR population will be split between 2 schools
- Rural perspective is being suppressed
- Small schools have just as much as bigger schools (in terms of technology, iPads)
- QR is a modern working environment . we don't work at a deficit
- QR has loyalty, people support the community
- Small schools means all kids know each other, family environment
- Students do not go without – students with special needs receiving all supports needed.
- EQAO results are good/all students achieving and receiving a good education, Gr. 3 higher than board avg. in reading, writing. Gr. 6 higher than board avg. in reading, math
- All kids and teachers know each other
- Bullying issues are supervised and reacted to by principal and teachers
- Farming and rural community positive impact on schools
- 4H positive contributions are positive to school
- Note: when planning dates for committee and public information nights please consider 4H meeting dates
- If QR closes – please consider keeping Tammy McLaughlin there until it closes
- Keep QR open and re-evaluate boundaries. Send students from Ancaster to QR
- Make QR a JK-8 school
- Is there an alternate rural property to consider building on
- It only costs an extra million to keep all schools open



- Traffic study of Wilson St.
- What is best for the student
- If you take the child from existing school in Gr. 7 – big impact
- Transition plan – needed now. Possibility of grandfathering some students?
- Losing sense of community
- Time-line – September 2020
- What is going to happen to Fessenden property?
- More realistic population trajectory for the area – including all new proposed developments
- Will petitions lengthen the process?
- What about moving Gr. 6s all to ASPS?
- What is going to happen to CH Bray kids while they build a new CH Bray?
- Mental health and well being of our kids – good if they just redistribute gr. 6
- Unrealistic travel time
- Don't focus on option 1 – more focus on other option
- What will the transition between sites look like?
- Safety considerations during renovations for students, particularly at Rousseau & ASPS
- Protecting particular cohorts from excessive transitions between sites, eg; kindergarten students at Rousseau in FI for Gr. 1 have to move to Fessenden and then transition back to Rousseau
- Accessibility of building both inside and out. They need to be physically accessible
- Due to the popularity of FI will there be more availability to FI education
- Class size
- Can we have more classes with more teachers?
- Student well being and achievement
- Phys ed and space to move
- Consider transitions during this process
- TH – arch components. \* aesthetics are important. \* nature – incorporate as much as possible in the design. \* natural environment.
- Specialized classrooms well equipped. \* comfort must be incorporated. \* natural lighting - \*atrium
- Transportation – configure
- Special needs accommodations
- Transitions to high school for FI
- If we are going to increase #s we must increase space (in&out) per child, to meet a variety of needs
- Rousseau / Fessenden – make 1 FI school & combine 2 English schools together
- CH Bray school is falling apart how they rebuild is the key – we want a bigger facility
- Fessenden – like the middle school model
- CH Bray – strong parent council, fundraising
- Existing energy efficiency – what are the #s?
- Modernize the facility build a new building on woodland/soccer property
- Transportation drop-off not on main artery – re-route to a new access
- Should be building for 80% capacity as opposed to 905 future growth
- Have the projections accounted for the changing nature of the community? #s from 2015.is that current enough with the changing / current populations?
- How will the board ensure student safety during renovations/construction?
- What sizes will the new classrooms support? Smaller class sizes
- Rousseau is an old building – does it make sense to add a new addition to an old building?
- Logistics of construction on existing school sites – space etc
- Would there be additional funding for improvements to existing buildings if alternative option 1 is implemented (this is the only option where QR would remain open)?
- Accuracy of enrolment projections/future portables?
- When considering CH Bray's capacity, portapacks were never intended as a permanent structure
- Impact on the neighbourhood near CH Bray – multi-story building
- What will happen to Fessenden property if it closes?



- ASPS has larger property than Bray – consider changing boundary to accommodate larger school at ASPS
- Traffic study of Wilson St.
- What is best for the students?
- If you take the child from existing school in Gr. 7 – big impact
- Transition plan needed now. Possibility of grandfathering some students?
- Losing sense of community
- Timeline – Sept. 2020
- What is going to happen to Fessenden property?
- More realistic population trajectory for the area – including all new proposed developments
- Will petitions lengthen the process?
- What about moving Gr. 6s all to ASPS?
- What is going to happen to CH Bray kids while they build a new CH Bray?
- Mental healthy & well being of our kids – good if they just redistribute grade 6
- Unrealistic travel time
- Don't focus on option 1 – more focus on other option
- I'm worried about property values going down with no QR for rural community
- 60 min. is not distance BUT bus / transportation issue - 3
- Very worried about the Fessenden property being developed
- CH Bray location not ideal for QR students
- Expanding Rousseau to accommodate QR reduces green space
- Ancaster township has the problem and is using QR and CH Bray to solve
- Adjusting boarders to ensure “country” kids stay “country” kids – rural perspective
- Modern working environments
- Extending bus time decreases outside time & increases lack of focus in a.m.
- Alex Johnstone is not our trustee (QR). Greg Van Geffen is and should be on the board
- 24% enrolment increase 2016/17 over 2015/16
- What are the breaking points for school populations that determine staff? Eg; Phys. Ed. (full time) etc.
- Is there a different level of education required for 7/8 versus primary? Will the qualifications of teachers be the same if it is JK-8?
- Congestion of traffic at Rousseau McNiven is a busy, dangerous road current parking lot is very small
- Do the projected numbers for 2020 consider the popularity of FI?
- How confident are you in the projection numbers?
- If you are at 100% in 2020 it does not allow much wiggle room
- Popularity of FI may increase due to availability in 2 schools
- Is there a potential to attract specialized programs to Ancaster sites? Eg; sports academy at CH Bray
- Is there an option to build new closer to Valridge/Ancaster High area?
- What data is available to predict percentage of FI vs English at 2 new sites?
- Congestion will be increased at schools. Accessibility inside and outside of school, impact on student safety
- Projections around FI – what will the proportions be? Has the rate of increase been considered? Are the schools large enough to accommodate?
- Transition between sites and it's impact on students as new sites are established eg; Gr. 7 at all schools, FI Gr.1 at Rousseau
- Safe facilities
- Transportation – buses, parking
- Space room sizes vs. class #s
- Aesthetics
- Specialized rooms – art, music, gym, mindful spaces (calming areas) quiet
- Safety and well being
- Upgrade of washroom facilities at Rousseau is required
- Increased parking capacity at Rousseau to manage current safety issues (increased capacity will only worsen). Need traffic impact study for all options - 2
- Keep FI at 1 school (Fessenden/ASPS)



- Please present breakdown of expected French-English ratios for initial option
- Add FI to Tiffany Hill
- Where do students go during transitions as schools are built (renovated)?
- Increased programming for students with learning disabilities

## What is working well in your school community?

- safe environment, social development, community spirit, established relationships, tight-knit, familiarity between teachers/parents/students, community spirit to achieve success for all (no one left behind) (CH Bray, Rousseau, QR)-10
- research says smaller size leads to academic success and more parent involvement
- personalized environment
- strong parent involvement in classroom and fundraising
- relationships with businesses and community groups (close, tight knit)
- single strong accessible site
- shared experience, relate to one another for programming
- compassionate students (family feel)
- desired school and location – families move to the community to attend rural school (lifestyle) – 2
- small community is characterized by ease of communication – 4
- sense of community and parental involvement – everyone knows how students are doing which increases everyone's accountability
- respect
- rural schools are a source of pride, identity and stability for their communities
- problem in school is addressed and resolved within 24 hrs.
- high parent involvement because it is comfortable and principal and teachers know everyone
- QR has low suspension rates and less behaviour issues
- QR is keeping up with technology
- Strong fundraising
- Our principal "works her ass off"
- CH Bray – really enjoy size of school but building needs to be torn down
- CH Bray – fantastic school, principal really supportive
- CH Bray – accessibility by foot is excellent
- Rousseau – Every 2 years the school a musical; resources available to continue this in new school would be important
- Rousseau - Green space, trails, parks
- Rousseau – parents, teachers work well together
- Rousseau – outdoor learning space for kindergarten
- Fessenden – green space, baseball fields, trees
- Fessenden – park, play facility
- Fessenden – JK/SK needs to be improved
- Fessenden – parking lot is big
- Fessenden – FI available
- Community events
- Take advantage of locations – leverage geography
- Communication with home
- Make students feel like a kid – not a number
- Each student is viewed as an individual
- Parking
- Total rebuild of Rousseau rather than extension
- There is room for an addition at QR
- What are the factors that cause catchment boundaries to change?
- Why isn't there a FI high school in Ancaster?
- Concern about traffic/transportation time





- All FI students in one school
- 3 out of 4 rural schools have already been closed in Ancaster
- There is a community centre beside QR
- Sense of community at smaller schools/teachers know families and vice versa
- K-6 structure
- The size of the current school
- Small community with good involvement
- Strong teaching staff / parent involvement
- Dynamic music teachers & music program
- Walkability
- Before and after school programming
- Community school
- Strong home and school
- Fessenden – eco school and uses the green space around them
- Location of school close to home (walkable)
- Community around school uses open space
- Teachers are fantastic/well experienced
- Like that they can use ASPS for meetings/concerts
- Historical factor – roots in the school
- Need to have a dual track f=of FI / English whatever the option
- We need more information about how/when kids will be transitioned to ensure smooth flow and do we as parents have input in to this, eg; during renos/when full plan implemented
- Teachers
- Green space
- Large % of walking students rather than bussed
- Strong parent support
- Community connections with senior home next door
- Close to recreation, conservation, skating
- Well-behaved students
- Small rural – large property QR – shared interests
- Relationships are good
- Have sense of inclusion
- Transportation is good
- Technology already good
- greenspace

### Top 3 concerns

- Fessenden - French Immersion – keep resources and kids (books, teachers) together – w/option #1
- QR - Transportation – QR length of time on bus in winter and traffic over an hour w/option #
- CH Bray -Location – we need an updated proper facility to support families



As part of Hamilton-Wentworth District School Board's (HWDSB) Policy Accommodation Review process, the public is invited to provide feedback on staff recommendations. On January 12, 2017, the Ancaster community was invited to a community meeting held at Ancaster High School. Attendees were asked to provide HWDSB with feedback through participation in discussion groups where three questions were asked:

- What are the advantages / disadvantages of the staff's recommendation?
- What additional factors would you like the planning committee to consider?
- What is working well in your school community?

Facilitators supported the discussions at each table and recorded the conversations. Facilitator notes were shared with E-BEST, HWDSB's research department. E-BEST conducted a thematic analysis of the conversations. In total, **71** community members signed in as participants in the consultation. Trustees, committee members, and HWDSB staff also attended to support the consultation.

The following is a high level summary of these conversations, highlighting common themes. Please refer to the verbatim notes for further information.

## Summary of Findings

### **What are the advantages / disadvantages of the staff's recommendation?**

#### **Advantages**

- A strong sense of community
  - Students' social networks and parental involvement will be strengthened and expanded
  - Student transitions between multiple schools at the elementary level will be limited
- Facility features
  - K-8 in one building
  - More available space, so building will be able to accommodate growth without going over capacity
  - New or renewed building
- Walkability
  - Environmentally friendly option
  - Less buses needed
- Cost savings
  - Financially responsible to rebuild rather than continue to maintain older buildings
  - Less schools means less cost for taxpayers
- Offers diverse programs and resources
  - Specialized programs and resources for students (e.g., music, French Immersion, access to technology)
  - Smaller schools allow for more student access to programs and resources
  - Resources available for students with special needs

## Disadvantages

- Large student population
  - There are not enough resources to accommodate a large student body
  - Offering French Immersion in two schools may limit space available for English students in their local schools
  - Finding qualified staff for two French Immersion schools could be a challenge
- Loss of community
  - Loss of “small school feel”
  - Loss of rural community connections because schools connect rural students for socialization
  - Do not want a large school to be built in a small community
- Transitions
  - Closing middle school means students will not have the transitional school experience before high school
  - These changes will mean more transitions between schools for students
- Facility features
  - Loss of opportunity for outdoor learning when green space is developed to accommodate more students
  - K-8 structure
  - Health and safety concerns for students (i.e., increased traffic around the school)
  - Technology will not be available for student learning
  - Portables will be needed to accommodate the increase in students
  - No capacity to manage an increase in the number of vehicles and buses at the school
- Impact on families and students
  - School community will be lost with the loss of parent voice and engagement
  - Student friendships may be lost with boundary changes
  - These changes will negatively impact student learning
  - The distance to school is too far for students and will impact family time and responsibilities (e.g., farming)

## What additional factors would you like the planning committee to consider?

- The safety, mental health, and well-being of students
  - Limit the transitions for students (e.g., during renovations, construction periods)
  - How will this impact already strong student achievement?
  - Students with special needs are receiving all the supports they need in a small school
- Impact of increased school populations
  - How will class size be impacted?
  - Larger schools will be needed to accommodate increased numbers
  - Confirm the accuracy of enrollment projections (e.g., students in new developments in the area)
  - Small schools can offer the same programs and resources to students as large schools (e.g., technology)

- Impact on school properties
  - o What will be done with school properties after the school closes?
  - o Consider the value of the school property when deciding which school to close
  - o Impact of school closures on the community around the schools (e.g., decrease in property values)
- Impact on transportation
  - o Longer travel times will decrease students' time outside school and increase their lack of focus in the morning
  - o Congestion in and around the school must be addressed (i.e., buses, parking)
- Facility considerations
  - o Buildings must be accessible and updated inside and out
  - o Include well equipped specialized classrooms (e.g., art, music, gym, mindful spaces)
  - o Consider modernization, aesthetics, and increased space in the new building
  - o Invest in an eco-friendly school that includes the natural environment as a key component
- Alternatives to staff recommendations
  - o Consider popularity of French Immersion, dual track composition, and limit to one school (e.g., Tiffany Hills)
  - o Consider restructuring the grade composition of affected schools to keep all schools open
  - o Keep Queen's Rangers open, change to K-8, and re-evaluate boundaries to include Ancaster students
  - o Is it possible to attract specialized programs to Ancaster schools?
  - o Consider the transition to secondary school for French Immersion students
- The rural perspective
  - o Ensure that "country" kids stay "country" kids
  - o Farming and rural community positively impact schools
  - o Consider an alternate rural property to build the new school
  - o "School is the heart of the rural community"
- Impact on school community
  - o Current school communities are very strong
  - o Small schools mean all students know one another and there is a strong family environment
  - o Strong school community ensures bullying issues are addressed immediately
- Staffing considerations
  - o Will the teaching qualifications be the same for a K-8 school?
  - o How is staff allocated to a school (e.g., full-time versus part-time physical education teacher)?
- Suggestions for public consultation
  - o When planning dates for committee and public information nights please consider 4H meeting dates
  - o Will petitions lengthen the process?
  - o Conduct boundary reviews to ensure current and projected enrollment numbers are correct

## **What is working well in your school community?**

- Strong staff and administrators

- A community school
  - The school is close to community resources, the community holds events at the school, and there are close relationships with businesses and community groups
  - Families move to the area to attend the school
  - There is a “shared experience” and ease of communication in the community
  - Strong parent involvement in the classroom and in fundraising
  - Many of the students walk to school
  
- Respectful, safe, and inclusive school environment
  - Students are compassionate
  - Each student is viewed as an individual in a personalized environment
  
- Facility features
  - Green space available at the school for students
  - K-6 structure
  - Small school size
  
- Programs
  - Strong music teachers and music program
  - Before and after school programming available to support families
  
- School-specific benefits
  - CH Bray: walkable, supportive administrator, size of school
  - Fessenden: eco-friendly school, use of green space, French Immersion available, large parking lot
  - Queen’s Rangers: low suspension rates and behaviour issues, technology available for learning, rural school “source of pride, identity and stability” for community, large property with community centre beside it
  - Rousseau: musical run every two years, green space, outdoor learning space for Kindergarten students, families and school staff work well together

*This report was prepared by the Evidence-Based Education and Services Team (E-BEST).*